100 mm
A5
1.0
1.1
1.25
1.4
1.6
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm

PG

DOCUMENT RESUME

ED 266 085 SO 016 957

AUTHOR	Lazzari, Marcie
TITLE	Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
INSTITUTION	Boulder Valley School District RE-2, Boulder, Colo.
PUB DATE	Aug 85
NOTE	116p.; Project assistance provided by the Colorado Department of Education, Sex Equity Program.
AVAILABLE FROM	Boulder Valley Public Schools, 6500 E. Arapahoe, Boulder, CO 80302.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	County School Districts; Educational Opportunities; Elementary Secondary Education; *Equal Education; Females; Institutional Evaluation; Institutional Research; Males; Nondiscriminatory Education; Profiles; Public Schools; *School Surveys; *Self Evaluation (Groups); *Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes
IDENTIFIERS	Title IX Education Amendments IX

ABSTRACT

Data representing figures for the 1983-84 and 1984-85 school years indicate the degree of compliance with Title IX in Boulder Valley School District (Colorado). Findings represent three major components: (1) baseline data, which includes numbers and percentages by gender of enrollment in various courses and activities; Comprehensive Test of Basic Skills (CTBS) achievement similarities and differences; staffing patterns; disciplinary actions/suspensions; and school drop-out rate; (2) K-6 student-teacher interaction observations in 235 elementary class groups; and (3) questionnaires, which were distributed to all district certified employees (1566) to tap knowledge, attitudes, and interests relative to gender equity. Results suggest that of the 16 areas examined, four were found to be areas of strength, with the remaining 12 indicating a need for education, awareness, and action. Some of the report's findings indicate that although secondary teachers approached equity in terms of gender, distribution by subject area showed significant discrepancies; that there was a difference between numbers of boys and girls enrolled in 117 courses; that sex differences corresponding with traditional career choice for women were found in every area; that of four subject areas examined, statistically significant differences between CTBS scores of girls and boys were reported in three; that of the total number of students in special education, 71 percent were boys; that more boys (72 percent) were involved in events leading to written notice of suspension; that gender was a significant factor in three categories of student-teacher interaction; that more boys participated on athletic teams; and that approximately 73 percent of school and classroom environment observations were identified as reflections of gender disparity. (LH)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BVSD Title IX Gender Equity Profile

1984-85

ED266085

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marcie Lazzari

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 016 957

Prepared by Marcie Lazzari, project coordinator August 1985

Boulder Valley School District

TITLE IX

GENDER EQUITY PROFILE

1984-85

© Marcie Lazzari
Boulder Valley Public Schools
August 1985

ACKNOWLEDGEMENTS

The Title IX Gender Equity Profile represents the efforts of many individuals. My sincere apologies if I have overlooked mentioning anyone. Thank you . . .

. . . for making the study possible . . . J. Michael Washburn, Carol Irwin, and the 1984-85 Teacher Mentor Review Board (composed of teachers, principals, central office administrators and the BVEA President);

. . . for their on-going support throughout the project . . . Sue Long, Jim Williams, Dave Zeckser, John Senger, Lydia Swize, Jim Robinson, Steve Muller, and Celeste Woodley;

. . . for their work on behalf of gender equity . . . the 1983-85 BVSD Title IX Advisory Council: Eve Baird, June Farone, Pie Frey-Morris, Marilyn Friedman, Jean Jacobson, and Eleanor Patten;

. . . for their continual effort, advocacy, time, and energy in support of equity . . . Boulder Educational Equity Project members: Coral Bowman, Eleanor Hubbard, Joyce McDaniel, Susan Marine, Barbara Peterson, Judy Reid, Jeanette Scotland, and Patti Stahl;

. . . for his research expertise, assistance, and sense of humor . . . George Kretke;

. . . for her excellent word processing skills and patience throughout the project, particularly in preparing the final report . . . Judy McCorkel;

. . . for handling the tedious task of entering data into the computer . . . Diana Shollenbarger;

. . . for their expertise and guidance . . . Sue Schafer (Colorado Department of Education, Sex Equity Program), Dolores Grayson (Los Angeles County Office of Education, Gender Equity Student Achievement Project Manager), Sandra Hill (parent and equity and organizational consultant), Gretchen Groth (equity and organizational consultant), Susan Marine (parent, BEEP member, and research consultant), and Gale Whiteneck (research consultant).

. . . for their cooperation in allowing us to develop and pre-test the observation instrument in their classrooms . . . the students, their teachers, and teacher assistants, including Shirley Whiteley, Helen Schurz, Jennifer Griffin, Lupe Casias, Eli Klein, Darcy Cline, Sue Witmer, David Yeager, Jeff Busnell, Terry Martinez, Jean Jacobson and Elsie Gutierrez;

. . . for allowing us to videotape their interactions with students for use in the observer training . . . Phoebe Wright, Dan Seger, Pie Frey-Morris, Coleen Contos, and Jayne Satter whose class we visited on numerous occasions;

. . . for welcoming the observers into their classrooms as part of the observer training . . . teachers and students at Columbine and Mapleton;

. . . for their cooperation which facilitated our work with their respective staff members . . .Carolyn Topping (Mapleton), Arnold Levihn (Majestic Heights), Gordon Ellis (Mesa), Naomi Grothjan (University Hill), and Jack Kaufman (Columbine);

. . . for their observation skills, sensitivity, and respect for those teachers and students they observed . . . members of the Gender Equity Profile observation team who are listed in Part IV of this report;

. . . for their technical assistance with the media equipment . . . Michael Seebeck, Laura Chandler, Eloise Murphy, and Arnold Levihn;

. . . for her interest and help throughout the project . . . Barbara Granzow;

. . . for pre-testing the Gender Equity Profile Questionnaire . . . Mary Ann Briggs, Eleanor Patten, Larry Oakes, Sheila Roth Malcolm, Carol Chazdon, Jennifer Griffin, Polly Gilmer, and Jeff Bushnell;

. . . for their hours of work in analyzing the Gender Equity Profile Questionnaire . . . Pie Frey-Morris, Sheila Roth Malcolm, and Larry Oakes;

. . . for her hard work and support throughout the project . . . Laura Allen, University of Denver, graduate intern;

. . . for her interest and excellent reporting . . . Cameron Lewis;

. . . for designing the meaningful and attractive cover for this report . . . Paule Botkin;

. . . for their eagle-eye editing skills . . . Jean Jacobson, George Kretke, Sue Long, Joyce McDaniel, Susan Marine, Sheila Roth Malcolm, Larry Oakes, Coral Bowman, and Eleanor Patten;

. . . for collating, stapling and literally holding together the final product . . . Beth Stevenson and Cindy Record;

. . . for the numerous individuals who expressed interest curiosity, concern, and support along the way . . . THANK YOU ALL!

TABLE OF CONTENTS

PAGE

Executive Summary, Results Title IX Gender Equity Profile, 1984-85 1

I. INTRODUCTION AND BACKGROUND 4

II. OBJECTIVES AND COMPONENTS OF THE BVSD GENDER EQUITY PROFILE 5

III. BASELINE DATA 6

A. Staffing Patterns of Administrators and Teachers by Gender 6

B. Junior, Middle, and Senior High Course Enrollment by Gender and Subject Area Groups, 1983-84 8

C. Vocational Technical Center Enrollment by Program and Gender, 1983-84 9

D. CTBS (Comprehensive Test of Basic Skills) Achievement Scores by Gender in Reading, Language, Mathematics and Science (Grades 1, 4, 7, 9, and 11) Spring, 1984 10

E. Participation in K-6 Talent Development Activities by Gender, 1984-85 11

1. Olympics of the Mind 11
2. Readers' Cup 12

F. Participation in K-12 Talented and Gifted Program by Gender, 1984-85 12

G. Participation in K-12 Science Fair by Gender, 1983-84 and 1984-85 13

H. Enrollment in Special Education by Gender and Handicapping Condition, 1983-84 14

I. Disciplinary Actions/Suspensions by Gender and Grade, 1983-84 15

J. School Discontinuers by Gender and Grade, Oct. '83-Oct. '84 16

K. Interscholastic Athletics and Coaches by Gender and Grade, 1983-84 16

L. Counselors by Gender and School Assignment, 1984-85 19

M. Summary Comments 20

PAGE

IV. OBSERVATIONS OF K-6 TEACHER ↔ STUDENT INTERACTIONS 21

A. Building Visitations 21

B. Observation Team 21

C. Sampling 22

D. Interactional Categories 22

1. Teacher Initiates to 23
2. Student Initiates 23
3. Response Acknowledgement 23
4. Intellectual Quality 23
5. Effort 24
6. Learning Process 24
7. On Hold 25
8. Behavior, Rules of Form, Procedures 25
9. Personal Attention 25
10. Physical Touching 26
11. Other and/or Comments 26

E. Procedures 26

F. Findings and Discussion 27

V. K-6 CLASSROOM ENVIRONMENT OBSERVATIONS 31

A. Bulletin Boards 31

B. Classroom Equipment 32

C. Student Groupings 32

D. Language 32

E. Entry, Exit and Transition Times 33

F. Summary Comments 33

VI. K-6 SCHOOL ENVIRONMENT OBSERVATIONS 34

A. Bulletin Boards 34

B. Student Groupings 35

C. Staffing Patterns 35

D. Staff or Student Job Assignments 35

PAGE

E. Informal Teacher Observations 35

F. Overall Impressions 35

G. Summary Comments 35

VII. K-6 TEACHER INFORMATION 35

A. Findings and Discussion 35

B. Summary Comments 37

VIII. GEP QUESTIONNAIRE 38

A. Introduction and Procedures 38

B. Respondents' Profile 38

C. Findings and Discussion 39

1. Importance of Gender Equity 39
2. Perceptions of Girls and Boys 41
3. Impact of Socialization 47
4. Usefulness of Study 51

D. Summary Comments 54

IX CONCLUDING COMMENTS AND RECOMMENDATIONS 55

REFERENCES (yellow section) 57

BIBLIOGRAPHY (yellow section) 61

APPENDICES (green section) 63

EXECUTIVE SUMMARY
BOULDER VALLEY SCHOOL DISTRICT
RESULTS, TITLE IX GENDER EQUITY PROFILE

1984-85

This profile represents the cumulative efforts of the Boulder Valley School District (BVSD) Title IX Advisory Council and the Boulder Educational Equity Project (BEEP). Sanction and support was given by district level administration, and collaboration received from the Colorado Department of Education, Sex Equity Program. A coordinated project of this scope is unique in the state, and, perhaps, in the nation. It could not have been accomplished without the active involvement of many BVSD personnel.

The overall purpose of the BVSD Gender Equity Profile (GEP) was to gather sufficient data to indicate the degree of compliance with Title IX. It should be noted, however, that compliance with Title IX was not the primary focus of the study. It was much broader, encompassing the spirit of the law, and the relationship of the findings to student learning and to excellence in education.

MAJOR COMPONENTS of the study include:

1. BASELINE DATA

   This section looks at numbers and percentages by gender of enrollment in various courses and activities; CTBS achievement similarities and differences; staffing patterns of administrators, teachers, coaches, and counselors; disciplinary actions/suspensions; and school discontinuer rates.

2. K-6 CLASSROOM OBSERVATIONS

   This part focuses upon teacher ↔ student interactions in the classroom. Specific areas of interest are those that previous research has found to be gender sensitive, meaning that adults relate differentially to boys and girls. Classroom and school environments were also observed.

3. QUESTIONNAIRE

   To tap knowledge, attitudes, and interests relative to gender equity, questionnaires were distributed to all certificated BVSD personnel.

A SUMMARY OF FINDINGS is presented in the following table. This is simply an overview; for an explanation, refer to the corresponding sections of the report. It is strongly suggested that the report be read in its entirety because of the complexity of the issues. A brief commentary relative to Title IX follows the summary chart.

In studying the summary chart, it may seem contradictory that a particular component is both an area of strength, and that education, awareness, and/or action is also needed. This refers to a situation where the overall results look positive, while a need for change is also indicated in some aspect(s) of the component. For example, participation by gender in the 1984-85 Science Fair was 54% male, 46% female (Area of Strength). However, at certain grade levels, the breakdown was 62% male, 38% female (Education and Awareness Needed; Need for Action Indicated.)

SUMMARY OF GENDER EQUITY PROFILE FINDINGS

1984-85

IMPLICATIONS FOR INTERVENTION

GENDER EQUITY PROFILE COMPONENTS	Area of Strength	Education and Awareness Needed	Need for Action Indicated	Title IX Compliance Related Questions
BASELINE DATA				
Administrator Staffing Patterns		XXX	XXX	
Elementary Staffing Patterns		XXX	XXX	
Secondary Staffing Patterns		XXX	XXX	
Secondary Course Enrollments		XXX	XXX	XXX
Vo-Tech Course Enrollments		XXX	XXX	XXX
CTBS Achievement Scores	XXX	XXX	XXX	
Olympics of the Mind		XXX	XXX	
Readers' Cup		XXX	XXX	
Talented and Gifted	XXX	XXX	XXX	
Science Fair	XXX	XXX	XXX	
Special Education		XXX	XXX	XXX
Disciplinary Actions/Suspensions		XXX	XXX	XXX
School Discontinuers	XXX	XXX	XXX	
Interscholstic Athletics		XXX	XXX	XXX
Interscholastic Athletic Coaches		XXX	XXX	
School Counselors		XXX	XXX	XXX
K-6 CLASSROOM OBSERVATIONS				
No. of Teacher - Student Interactions		XXX	XXX	XXX
Response Acknowledgement	XXX			
Intellectual Quality	XXX	XXX		
Effort	XXX	XXX		
Learning Process	XXX	XXX		
Behavior/Rules of Form/ Procedures		XXX	XXX	XXX
Personal Attention	XXX	XXX		
Physical Touching	XXX			
Classroom Environment Observations		XXX	XXX	XXX
School Environment Observations		XXX	XXX	XXX
Teacher Information	XXX	XXX		
QUESTIONNAIRE				
Importance of Gender Equity	XXX	XXX	XXX	
Perceptions of Girls and Boys	XXX	XXX	XXX	
Impact of Socialization	XXX	XXX	XXX	XXX
Usefulness of Study	XXX	XXX	XXX	XXX
TOTAL	15	29	24	12

Questions relative to Title IX compliance refer more to subtleties than to blatant disregard for the law. The following areas may need to be addressed.

1. In those courses or programs where disproportionate enrollment is noted, do we actively inform and encourage students to take advantage of non-traditional opportunities available to them? While the BVSD is in compliance with Title IX by opening all courses to all students, girls and boys continue to make choices based upon sex-role expectations.

2. What effect, if any, does gender have upon the assessment of students referred for special education, and upon their placement? BVSD statistics parallel national trends. The over representation of boys, particularly of minority boys is a serious concern nationwide.

3. Why are so many more boys than girls involved in disciplinary actions?

4. Are adequate funds being provided to ensure equality of opportunity for girls and boys in interscholastic athletics?

5. Are counselors, and other district personnel who serve in a counselling capacity, aware of gender equity issues in their work with students? Does the BVSD have a mechanism to ensure that counselling and testing materials do not discriminate on the basis of gender?

6. Are teachers interacting differentially with students based upon student gender?

7. Are students being grouped on the basis of their gender? Any school practice that separates students by sex (for example, lining up, seating arrangements, and locker assignments) is a violation of Title IX.

8. What effort is the district making to identify and to educate those persons who state that gender equity is unimportant? It seems likely that these individuals may be knowingly or unknowingly perpetuating sex-role stereotypes and differentially treating students.

As is evident, the overall results are mixed. There are clearly some areas of strength relative to gender equity and others where intervention is needed. In terms of strict adherence to Title IX, the district appears to be doing a good job. To the BVSD's credit, we seem to be beyond issues of basic compliance, and ready to address the underlying dynamics, questions, and areas where equity has not yet been achieved. It is intended that both positive and negative findings will be received with openness and considered as a challenge to promote excellence in education for all students.

Please note Concluding Comments, Part IX, of this report for recommendations.

BOULDER VALLEY SCHOOL DISTRICT
TITLE IX GENDER EQUITY PROFILE, 1984-85

I. INTRODUCTION AND BACKGROUND

Since the passage of Title IX of the Federal Education Amendments of 1972, there has been a growing awareness of the importance of gender equity issues. The law requires that:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.[1]

School districts throughout the nation have responded to Title IX in a variety of ways. In Boulder Valley, a Title IX coordinator was appointed in October, 1975. This function is assigned to the Division of Human Resources, Assistant Executive Director. A Title IX committee was formed in 1980 and was active through the spring of 1982. Since fall, 1982, the Title IX Advisory Council has been addressing gender equity concerns and meeting quarterly with the superintendent. Council members include the district Title IX Coordinator, a Boulder Educational Equity Project representative, teachers from elementary, middle, and secondary levels, and certificated support staff. In addition, district employees have participated in various workshops, classes and training programs.

For several years there has been a recognized need and request for a Title IX assessment of the Boulder Valley School District (BVSD). This effort has been supported by the Title IX Advisory Council, the Colorado Department of Education, Sex Equity Program, and the Boulder Educational Equity Project (BEEP). BEEP represents ten Boulder County community organizations that promote non-racist and non-sexist education. The following are member groups of BEEP:

American Association of University Women
American Civil Liberties Union
Boulder Council of Churches and Synagogues
Boulder County Women's Political Caucus
League of Women Voters
National Organization for Women
United Black Women of Boulder Valley
University of Colorado Women Studies Program
Women's International League for Peace and Freedom
Young Women's Christian Association

The Title IX Advisory Council, BEEP, and the Colorado Department of Education's Sex Equity Office work together in a collegial and collaborative manner.

In August, 1984, the BVSD made a commitment to conduct an assessment relative to gender equity issues. The initial support for funding came through the Teacher Mentor Program. A half-time position was allocated for the first semester of the 1984-85 school term. Originally the plan had been to complete the assessment during one semester. However, it quickly became evident that the scope and depth of the project required more time if a thorough job was to be done. Therefore, district administration chose to extend the half-time position for the entire 1984-85 school year, funding the second semester through the Division of Instruction.

The following report describes the purpose, components, and findings of the BVSD assessment which is known as the Title IX Gender Equity Profile (GEP). Commendations, as well as questions, implications, and recommendations for change, are presented and discussed.

In considering the results of the GEP, it is recognized that we are all products of sex-role socialization. Therefore, each one of us, to a greater or lesser degree, perpetuates gender stereotyping of ourselves, of our colleagues, and of the students we teach. It is hoped that both positive and negative findings will be considered with openness, and received as a challenge to contribute to excellence in education.

II. OBJECTIVES AND COMPONENTS OF THE BVSD GENDER EQUITY PROFILE

In the BVSD there had never been, until this year, a comprehensive look at issues related to Title IX and to gender equity. In January, 1982, BEEP presented A Progress Report on Educational Equity in the Boulder Valley Schools. This study was limited in scope, and the recommendation was made to conduct a complete assessment. Further references will be made to this report in those areas which correspond to current efforts. The overall purpose of the BVSD Gender Equity Profile (GEP) was to gather sufficient data to indicate the degree of compliance with Title IX. Our focus was not, however, confined to the letter of the law; it also encompassed its spirit. There was an underlying assumption that sex equity is a positive value that needs to be supported and promoted in the BVSD. The ultimate goal is to facilitate and to nurture the maximum learning potential of all children, based solely upon their individual talents, needs and desires, without the interference of gender or ethnic stereotypes.

Research over the past thirty years suggests the existence of a link between student achievement and gender equitable teaching. More specifically, the data indicates that student achievement can be enhanced by reducing gender bias in the classroom.[2]

The costs to boys and girls of sex bias in education are many. Children can be effected academically, psychologically, physically, and in their career choices and family relationships.[3] The situation is not, however, irreversible, as positive changes are occurring to limit the impact of sex-role stereotyping. For an indepth discussion of these issues see Sex Equity Handbook for Schools.[4]

The GEP is comprised of the following components:

1. BASELINE DATA This section looks at numbers and percentages by gender of enrollment in various courses and activities; CTBS achievement similarities and differences; staffing patterns of administrators, teachers, coaches, and counselors; disciplinary actions/suspensions; and school discontinuer rates.

2. K-6 CLASSROOM OBSERVATIONS This part focuses upon teacher-student interactions in the classroom. Specific areas of interest are those that previous research has found to be gender sensitive, meaning that adults relate differentially to boys and girls.

3. QUESTIONNAIRES To tap knowledge, attitudes, and interests relative to gender equity, questionnaires were distributed to all certificated BVSD personnel. It was also planned to construct a student questionnaire, but because of time limitations this was not possible.

Each component of the study is described in further detail as the report progresses. Current research findings and relevant questions are interspersed among the GEP's results.

III. BASELINE DATA

For a variety of reasons, some of the data reflects figures for the 1983-84 school year and some for the 1984-85 term. This information can serve as a basis for any further comparative analysis of this type. It is important to keep in mind that the total school enrollment any given year is approximately 51% boys and 49% girls.

A. STAFFING PATTERNS OF ADMINISTRATORS AND TEACHERS BY GENDER

The gender of persons in leadership positions is important because it gives a message to both children and adults about who is capable of holding certain positions. For many years BVSD, like most other districts nationwide, had a disproportionate number of male administrators, with equally unbalanced numbers of female and male teachers in certain grade levels and subject areas. This is still the case. However, there has been an overall improvement in the total percentage of women in administrative positions, rising from 21% in December, 1981,[5] to 38% in November, 1984.[6] Table 1 describes some of the changes that have occurred in certain positions. It was not feasible to do a comprehensive comparison due to alterations in administrative structure.

TABLE 1
A COMPARISON OF CHANGES (December, 1981, and November, 1984)
BY GENDER IN SELECTIVE ADMINISTRATIVE POSITIONS

POSITIONS	TOTAL	MALE		CHANGE	FEMALE	
	No.	No.	%	%	No.	%
Executive Leadership Team ('81)	9	6	67%		3	33%
Superintendent's Cabinet ('84)	12	9	75%	↑ 8% ↓	3	25%
Elementary Principals ('81)	25	21	84%		4	16%
Elementary Principals ('84)	23	15	65%	↓ 19% ↑	8	35%
Secondary Principals ('81)	17	15	88%		2	12%
Secondary Principals ('84)	16	13	81%	↓ 7% ↑	3	19%
Ass't Principal ('81)	18	16	89%		2	11%
Ass't Prin./Ad. Interns ('84)	22	14	64%	↓ 25% ↑	8	36%

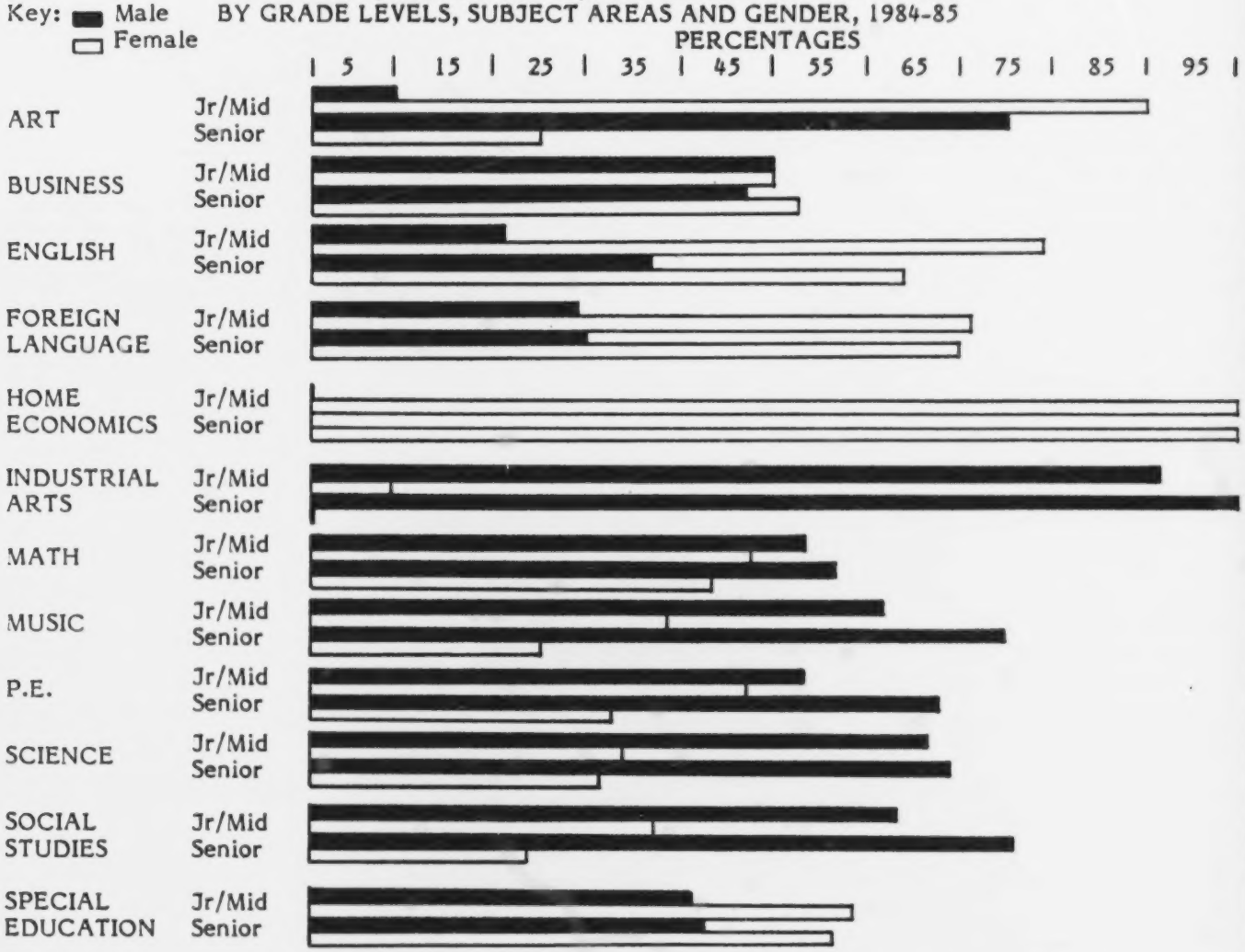
Source: A Progress Report on Educational Equity in the Boulder Valley Schools, January 1982, BEEP
BVSD 1984-85 Instructional Leadership Team Roster

Women have clearly made gains in elementary and assistant principalships. On the secondary level, however, the increase was negligible. Women have actually lost ground in the highest BVSD administrative positions. While their number remained constant, the number of men increased by three.

When considering distribution by gender, elementary teachers were the most disproportionate group. For the 1984-85 school year, there was a total of 554 elementary teachers. Of that group, 491 or 89% were female, while 63 or 11% were male. Of the 63 males, 44 or 70% taught in upper elementary (4th-6th grades) and in Physical Education.[7] It is of interest to note that 65% of elementary principals were male, while 80% of elementary teachers were female. This type of ratio again gives a clear message to children about who is supposed to be in charge. The relatively small number of male teachers in elementary education also places limits on children's perceptions of acceptable roles for males.

Secondary teachers were more equally distributed between males and females. In the junior highs and middle schools, 47% of the teachers were male, 53% female. In the senior highs, 55% were male, 45% female.[8] However, it is significant to examine their distribution by subject area.

TABLE 2
A COMPARISON OF THE PERCENTAGES OF
JUNIOR HIGH, MIDDLE LEVEL, AND SENIOR HIGH TEACHERS
BY GRADE LEVELS, SUBJECT AREAS AND GENDER, 1984-85



Source: BVSD Directory, 1984-85. Figures tabulated by Eleanor Patten, Title IX Advisory Council, and her son, Scott Patten, a Boulder High student. Percentages represent persons, not Full-Time Employees (FTE's).

The Table indicates that the areas of significant discrepancy were greater in number than those that were more equally divided between male and female teachers. Possible implications for student choice of subject matter, and, perhaps, of student performance in those classes that are so disproportionately taught by one gender or the other, bear consideration.

Michael Marland in Sex Differentiation and Schooling (1983) presents a convincing summary of the reasons for removing sex differentiation in staffing educational systems:

1. Equality for professionals to advance to the levels and types of work for which they have the qualities and experience.
2. Opportunity for schools to be led, planned, managed, and evaluated by both women and men for the good of the curriculum, organization and leadership.
3. Models for boys and girls to observe adults of both sexes taking the full range of positions and levels of responsibility.[9]

B. JUNIOR, MIDDLE, AND SENIOR HIGH COURSE ENROLLMENT BY GENDER AND SUBJECT AREA GROUPS, 1983-84

The following data was collected and analyzed (using a proportions test) by George Kretke, Research and Evaluation Services. The purpose of this section was to identify those subject areas and courses where there was a statistically significant difference between the numbers of boys and girls enrolled. See Appendix A for a complete listing of those courses.

The most sex stereotyped subject areas were Home Economics and Industrial Arts where girls and boys predominated, respectively. All but one of the Industrial Arts instructors were male, and all of the BVSD Home Economics teachers were female.

Physical Education courses at the middle, junior, and senior high levels were skewed toward boys' participation. Here, again, more P.E. teachers were male, especially on the senior high level. This was not true on the elementary level where 57% of the teachers were female.

In math and science classes, statistically more boys than girls were enrolled. It is significant to note that the majority of math courses in which more boys participated are computer related and higher level math classes, such as Elementary Functions and Analytical Geometry. These courses can have implications for a young person's eventual career choice, specifically in computers, the physical sciences, engineering, and further study in mathematics.[10] In math overall, there were nine courses in which enrollment was statistically higher for boys. Of the nine courses, two are considered lower level classes. There were no math courses where a statiscally significant number of girls were enrolled.

Out of twenty-five science classes, there was a statistical significance favoring boys in five, and girls in one. The most crucial course in terms of further college work in science is PSSC Physics, which is considered to be an honor's course. The number of boys taking the class was 326 (69%) as compared with 146 girls (31%).

The above-described profiles in math and science will be discussed further in Section D which looks at CTBS achievement scores. In foreign languages, the ratio was reversed, favoring girls in twelve courses and boys in five. Girls gravitated toward French and Spanish, and boys toward German and Russian.

In summary, there were 68 courses skewed toward boys' enrollment, and 49 toward girls. There are likely several reasons for this phenomenon, one of them being sex-role socialization. In most instances, the courses chosen by both girls and boys reflected traditional gender expectations.

C. VOCATIONAL TECHNICAL CENTER ENROLLMENT BY PROGRAM AND GENDER, 1983-84

Table 3 provides a picture of Vo-Tech program enrollment by gender.

TABLE 3

A COMPARISON OF VOCATIONAL TECHNICAL CENTER STUDENTS BY PROGRAM AND GENDER, 1983-84

PROGRAM	Secondary Students				Post Secondary Students				Total Day Students*			
	Male		Female		Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Auto Body	51	100	0	0	4	100	0	0	55	100	0	0
Auto Mechanics	71	97	2	3	6	100	0	0	77	97	2	3
Building Trades	20	95	1	5	4	100	0	0	24	96	1	4
Cosmetology	1	2	54	98	8	13	55	87	9	8	109	92
Data Processing	49	46	57	54	30	34	59	66	79	41	116	59
Drafting	16	76	5	24	33	49	34	51	49	56	39	44
Electrical Trades	10	100	0	0	8	80	2	20	18	90	2	10
Electronics	33	97	1	3	56	78	16	22	89	84	17	16
Health	0	0	13	100	3	3	87	97	3	3	100	97
ICE	25	68	12	32	0	0	0	0	25	68	12	32
Machine Trades	29	97	1	3	28	90	3	10	57	93	4	7
Office Occupations	1	3	38	97	12	7	150	93	13	6	188	94
Printing	16	64	9	36	9	50	9	50	25	58	18	42
Welding	24	92	2	8	21	87.5	3	12.5	45	90	5	10
TOTAL	346	64%	195	36%	222	35%	418	65%	568	48%	613	52%

*Excludes students enrolled in evening classes.

Compiled 11-16-84 by Vocational Technical Center

The sex differences for the most part reflect student choices which correspond with traditional careers for women and men. There was a notable change in printing which on the post secondary level was a 50/50 split. In the past, this had not been the case. It is also interesting to see that post secondary students were in some areas breaking with tradition. Note, for example, cosmetology, drafting, and electronics. Even though the numbers were not high, they do indicate a shift from the preferences of secondary students.

While there was evidence of some overall positive shifts, a great deal remains to be done in the area of expanding career program options for both males and females.

D. CTBS (COMPREHENSIVE TEST OF BASIC SKILLS) ACHIEVEMENT SCORES BY GENDER IN READING, LANGUAGE, MATHEMATICS AND SCIENCE (Grades 1, 4, 7, 9, and 11) Spring, 1984

The statistical analysis of this data was conducted by George Kretke. Of the four subject areas examined (reading, language, mathematics and science), statistically significant differences between the CTBS scores of boys and girls were found in three, although not at all grade levels. Table 4 describes those areas of disparity. When a significant difference is noted, the group not favored scored at about the 50th percentile. Thus, at the first grade level in reading, boys scored at about the 50th percentile and girls at the 58th.

TABLE 4

CTBS ACHIEVEMENT SCORE DIFFERENCES BY GENDER, SPRING 1984

Key: PR = Percentile Rank
NS = No Significant Difference

Subject Area	Grade				
	1	4	7	9	11
Reading	Females 58th PR	NS	NS	Females 54th PR	NS
Language	Not Tested	Females 62nd PR	Females 62nd PR	Females 62nd PR	Females 62nd PR
Mathematics	NS	NS	NS	NS	NS
Science	Not Tested	NS	Not Tested	Males 54th PR	Males 58th PR

Even though girls performed better in reading in the 1st and 9th grades, there was no significant difference in 11th grade. This may simply indicate a difference among class groups. It could also suggest that any real differences are equalized by the time students reach 11th grade. Longitudinal comparisons would be needed to draw any valid conclusions.

The results in language were consistent with other research and confirm "common educational knowledge."[11] The lower achievement of boys in language is often attributed to slower maturation and/or greater occurrence of learning disabilities. "An alternative hypothesis is that the typical socialization of males may predispose them to difficulties in classroom learning."[12] Based upon the Gender Expectations and Student Achievement (GESA) research, teacher expectations would be a relevant variable in this instance.[13] The "common knowledge" that girls excel in language and boys don't may impede boys' learning in this subject area.

The results in mathematics were positive in that no significant differences between the scores of girls and boys were found. However, a question relative to course enrollments now becomes apparent. While no achievement differences in mathematics were noted, there was a significant difference favoring boys in course enrollments. If boys' and girls' achievement scores are similar, why do girls elect not to take higher level math classes?

The results in science indicate that boys out scored girls in both the 9th and 11th grades. As in math, more boys were participating in science courses. The proportion of secondary science teachers by gender may also be a relevant factor--67% male, 33% female.

> This deficit in mathematics and science education has serious implications for the career options available to women (Sells, 1973). Many potential sources for this deficit have been documented: mathematics anxiety (Tobias and Donady, 1976), sex-stereotyped wording of mathematical problems, and of science and mathematics textbooks (Carey, 1958; Graf and Riddell, 1972), lack of parental encouragement (Fox, 1975), teacher influences (Ernest, 1976; Fennema, 1976; Pederson et al., 1975) and negative attitudes toward mathematics and science related subjects (Fennema and Sherman, 1977). All of these factors appear to be directly related to sex-role socialization.[14]

It would be advisable to compare CTBS scores over a period of several years to see if any patterns emerge. If a similar trend continues, there are implications for both boys and girls that need to be addressed.

E. PARTICIPATION IN K-6 TALENT DEVELOPMENT ACTIVITIES BY GENDER, 1984-85

1. Olympics of the Mind

During the 1984-85 school year, a total of 568 children participated in this program. Of that total, 230 girls (40%) were involved and 338 (60%) boys. It is difficult to analyze these figures because the procedures and criteria for involvement may vary from school to school. Also, a further breakdown of numbers by grade level was unavailable.

2. Readers' Cup

Table 5 depicts Readers' Cup participants by gender and grade. Even though this specific type of information had not been previously recorded, the Director of Instructional Media Services perceives that it is representative of prior years.

TABLE 5

PARTICIPATION IN READERS' CUP
BY GENDER AND GRADE, 1984-85

Grade Level	Number			Percent	
	Male	Female	Total	Male	Female
4	66	112	178	37%	63%
5	35	92	127	28%	72%
6	36	94	130	28%	72%
TOTAL	137	298	435	31%	69%

Source: Director of Instructional Media Services

Again, there is variability among schools regarding participation procedures. However, the figures clearly indicate that more boys need to be encouraged. Perhaps there are aspects of the program that could be changed to be more appealing to all children.

F. PARTICIPATION IN K-12 TALENTED AND GIFTED PROGRAM BY GENDER, 1984-85

Out of a total of 20,480 students, 974 were identified as gifted to take part in the district TAG program. Specific procedures for involvement and individualized student programming are carried out at the building level. Table 6 presents figures for 1984-85.

TABLE 6

PARTICIPATION IN TALENTED AND GIFTED PROGRAM
BY GENDER AND GRADE LEVEL, 1984-85

Grade Level	Number			Percent	
	Male	Female	Total	Male	Female
K-6	208	177	385	54%	46%
Middle & Junior High	147	112	259	57%	43%
High School*	169	161	330	51%	49%
TOTAL	524	450	974	54%	46%

* including Nederland Jr./Sr. High
Source: TAG Director

The results are positive, particularly at the high school level. However, there could be improvement at the middle and junior high levels. This program appears to be reaching gender equity in terms of overall participation.

G. PARTICIPATION IN K-12 SCIENCE FAIR BY GENDER, 1983-84 AND 1984-85.

Students choosing to enter the Science Fair were fairly equally represented by both males and females, particularly during the most recent year. Tables 7 and 8 show figures for the past two school terms.

TABLE 7

PARTICIPATION IN SCIENCE FAIR
BY GENDER AND GRADE LEVEL, 1983-84

Grade Level	Number			Percent	
	Male	Female	Total	Male	Female
K-3	31	16	47	66%	34%
4-6	84	51	135	62%	38%
7-9	82	69	151	54%	46%
10-12	4	2	6	67%	33%
TOTAL	201	138	339	59%	41%

Source: Science Coordinator
BEEP members compiled figures.

TABLE 8

PARTICIPATION IN SCIENCE FAIR
BY GENDER AND GRADE LEVEL, 1984-85

Grade Level	Number			Percent	
	Male	Female	Total	Male	Female
K-3	56	35	91	62%	38%
4-6	116	105	221	52%	48%
7-9	127	118	245	52%	48%
10-12	2	1	3	67%	33%
TOTAL	301	259	560	54%	46%

Source: Science Coordinator
BEEP members compiled figures.

While there has been an improvement in the percentage of girls participating, it is interesting to note the grade levels of lowest involvement, K-3 and 10-12. Also, some science teachers, particularly in the middle and junior highs, may strongly encourage all students to enter. This might explain the more gender equitable involvement at those grade levels. The low number of students in grades 10-12 should be noted.

H. ENROLLMENT IN SPECIAL EDUCATION BY GENDER AND HANDICAPPING CONDITION, 1983-84.

Of the total number of students in special education programs for the 1983-84 academic year (1677), 1199 or 71% were boys and 478 or 29% girls. For a detailed breakdown by category and grade levels, see Appendix B.

The two major categories in special education are Perceptual/Communicative Disorders (P/CD) and Emotional/Behavioral Disorders (E/BD). Of the 878 children in P/CD classes, 629 or 72% were boys. There is considerable research which explores the reasons for the higher incidence of learning disabilities among boys.[15] Not only the impact of sex-role socialization, but its possible perpetuation by school staff, needs to be further examined relative to special education referrals, assessments and assigned handicapping conditions.

The highest total percentage of boys in special education was in Emotional/ Behavioral Disorders classes. Of the 557 students, 434 or 78% were boys. Table 9 presents a detailed analysis of students in E/BD classes by gender and grade level.

TABLE 9

ENROLLMENT IN E/BD CLASSES
BY GENDER AND GRADE LEVEL, 1983-84

Grade Level	Number			Percent	
	Male	Female	Total	Male	Female
Elementary	161	43	204	79%	21%
Middle/Jr.	142	46	188	76%	24%
*High	118	32	150	79%	21%
**Odyssey	13	2	15	87%	13%
TOTAL	434	123	557	78%	22%

* includes Nederland Jr./Sr.
** Odyssey School students who are out-of-district students

The figures are clearly unequal in relation to boys and girls. Several questions come to mind. What is the impact of parental and teacher expectations on the behavior of both boys and girls? Are girls' problems going unnoticed because their prescribed sex role, with its behavioral expectations (e.g., dependency, compliance, passivity), is more congruent with the requirements of the school system? What are the effects of labelling so many boys as E/BD? To what degree does this have an impact in adulthood? Do we as educators have a responsibility to consider changing aspects of school life in order to decrease, and, perhaps, eliminate the need for a substantial number of special education referrals?

I. DISCIPLINARY ACTIONS/SUSPENSIONS BY GENDER AND GRADE, 1983-84

This section of the report was prepared and written by Coral Bowman, BEEP member.

The system and administration of school suspensions varies from school to school within the BVSD. The statistics compiled are from the school year 1983-84, and are divided into 4 groupings: middle schools, grades 5-8; junior high schools, grades 7-9; high schools, grades 9-12 and 10-12; and Halcyon and Vo-Tech.

The terms used to describe student "misconduct" were broken into 4 categories:

1. Continued willful disobedience
2. Open and persistent defiance of proper authority
3. Willful destruction or defacing of school property
4. Behavior which is detrimental to the welfare, safety or morals of other pupils or of school personnel.

The schools used these in various ways: some had only three categories; others combined the categories depending on the offense; and some placed certain offenses such as smoking in category 1 or 2 while others used category 4. For this reason, in this report three categories for tabulating the offenses were used:

1. Detrimental behaviors (to others)
2. Willful disobedience (of staff and school rules)
3. Willful destruction (of school property)

Appendix C gives examples of behaviors for each category. Numbers 1 and 2 have some overlap depending on the school and/or the manner in which the offense was committed and who was involved. Frequently students would be cited for both detrimental behavior (to others) and willful disobedience (of staff and school rules). All of the incidents examined were of recorded events in the form of written suspensions. Whether the student fulfilled suspension time in or out of school was not distinguished. Table 10 presents a summary of the findings by gender and number of reported incidents.

TABLE 10
DISCIPLINARY ACTIONS/SUSPENSIONS
BY GENDER AND GRADE LEVEL, 1983-84

Grade Level	Number of Recorded Incidents			Percentages	
	Male	Female	Total	Male	Female
Middle Schools	36	17	53	68%	32%
Jr. High	137	63	200	68.5%	31.5%
High (9-12)	69	15	84	82%	18%
High (10-12)	42	13	55	76%	24%
Vo Tech	4	1	5	80%	20%
Halcyon	12	9	21	57%	43%
TOTAL	300	118	418	72%	28%

The statistics do not reflect the incidence of repeat suspensions. Hence for any given school, some of the numbers involved may reflect repeat offenders. It is also possible that their other offenses were in previous years.

Comparatively, more boys (72%) than girls (28%) were involved in events that led to a written notice of suspension being sent to parents. Probably the most important question regarding the difference between girls' and boys' behavior relates to the expectations and socialization of females and males; that is, additional study could reflect the amount of disruptive behaviors "acceptable" for girls vs. boys. Are boys getting more attention even though it might be "negative"? Is less "acting out" by girls always a positive behavior ? Is aggression more acceptable for boys than for girls? The intent of this line of questioning is not to condone disobedience as though girls are missing out on something by not misbehaving. Rather, it is important to question whether this might be an area where young males are discriminated against.

J. SCHOOL DISCONTINUERS BY GENDER AND GRADE, OCT.'83 - OCT. '84

Figures received from the Pupil Accounting Office are from the BVSD Discontinuers Summary for Fall, 1984. The totals reflect the number of students who dropped out between October, 1983,and October, 1984. Table 11 presents a summary of this data.

TABLE 11

SCHOOL DISCONTINUERS
BY GENDER AND GRADE,* 1984 FALL REPORT

Grade	School Discontinuers			Percentages	
	Male	Female	Total	Male	Female
10	57	32	89	64%	36%
11	65	65	130	50%	50%
12	63	62	125	50.4%	49.6%
Special Education	1	6	7	14%	86%
TOTAL	186	165	351	53%	47%

*Special Education figures included.

With the exception of 10th grade and special education, the numbers are fairly equal. It would be interesting to compare figures over a period of several years to see if a pattern emerges. If it does, there could be implications for intervention in relation to gender (specifically males in 10th grade and females in special education) and grade levels (11th and 12th).

K. INTERSCHOLASTIC ATHLETICS AND COACHES BY GENDER AND GRADE, 1983-84

This section of the report was prepared and written by Coral Bowman, BEEP member.

The total number of sports included all male, all female and co-ed teams. The numbers of female and male coaches were totals for the sports themselves. Thus, one person might have coached 3 teams and have been counted each time. These statistics do not reflect position as head coach, assistant coach or the only coach. The possibility of any salary variability was also not examined.

The following interscholastic sports were provided in 1983-84 for boys, girls and co-ed participation.

Boys

1. Baseball*
2. Basketball
3. Football
4. Gymnastics (Sr. High) discontinued 1984-85
5. Soccer (Sr. High) since 1984-85 also Middle & Jr. High
6. Swimming (Sr. High)
7. Tennis (Sr. High)
8. Track
9. Wrestling

Girls

1. Basketball
2. Field Hockey (Middle & Jr. High) to be eliminated 1985-86
3. Gymnastics (Sr. High)
4. Softball (Middle & Jr. High) added for Sr. High, 1984-85
5. Soccer (Sr. High) since 1984-85 also Middle & Jr. High
6. Swimming (Sr. High)
7. Tennis (Sr. High)
8. Track
9. Volleyball

*Girls are eligible to play if they choose.

Co-Ed

1. Cross Country (Sr. High)
2. Golf (Sr. High)
3. Skiing
4. Soccer (Middle & Jr. High) since 1984-85 no longer co-ed

Each sport can have any number of teams based upon, for example, skill, and gender. Table 12 shows the total number of boys', girls' and co-ed teams by grade level for 1983-84.

TABLE 12

ATHLETIC TEAMS PER GENDER AND GRADE LEVEL, 1983-84
(INCLUDING CO-ED)

Grade	Athletic Teams						
	Boys'		Girls'		Co-Ed		Total Number
	No.	%	No.	%	No.	%	
Middle 7 & 8	23	53%	17	40%	3	7%	43
Jr. High 7 - 9	62	47%	54	42%	14	11%	130
Sr. High 9	7	50%	6	43%	1	7%	14
Sr. High 10-12	75	51%	52	36%	19	13%	146
TOTAL	167	50%	129	39%	37	11%	333

Table 13 indicates the breakdown of coaches by gender for the athletic teams described in Table 12.

TABLE 13

COACHES OF ATHLETIC TEAMS
BY GENDER AND GRADE LEVEL, 1983-84

Grade	Boys' Coaches				Girls' Coaches				Co-Ed Coaches				Total Coaches				Total No.
	Male		Female		Male		Female		Male		Female		Male		Female		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Middle 7 & 8	22	96%	1	4%	5	29%	12	71%	0	0%	3	100%	27	63%	16	37%	43
Jr. High 7-9	61	98%	1	2%	16	30%	38	70%	11	79%	3	21%	88	68%	42	32%	130
Sr. High 9	7	100%	0	0%	4	67%	2	33%	1	100%	0	0%	12	86%	2	14%	14
Sr. High 10-12	74	99%	1	1%	29	56%	23	44%	19	100%	0	0%	122	84%	24	16%	146
TOTAL	164	98%	3	2%	54	42%	75	58%	31	84%	6	16%	249	75%	84	25%	333

The data reflects several facts. Boys had more (50%) athletic teams than girls (39%). The lowest number of teams for girls (36%) was in senior high (grades 10-12), as compared with 51% for boys in those grades.

Boys' teams were coached almost entirely (98%) by males. Women coached 58% of the girls' teams and men, forty-two percent. Of Co-ed sports, 84% of the teams were coached by men, 16% by women. Overall, 75% of the coaches were male, 25% female.

When looking at the 1983 and the 1984 Athletic Participation Reports, some interesting data emerged. For 1983, 52% of the participants were boys, 38% girls, and 10% co-ed. For 1984, 57% of the participants were boys, 39% girls, and 4% co-ed (decrease from 10% to 4% likely due to the elimination of co-ed soccer). A student may have played in more than one sport and, therefore, may have been counted more than once. This analysis raises many questions.

1. By decreasing the number of co-ed sports are we eliminating opportunities to promote team learning among boys and girls?

2. What are the effects, if any, of having a coach of the same or different gender than the student?

3. Do most men "coach" with a different style than most women?

4. In terms of role modeling, what messages are girls and boys receiving about their participation in sports?

5. Why are there fewer female coaches?

6. What, if any, are the differences in financial support for boys' and girls' sports?

7. What are the messages about importance and relevance of athletic participation given to girls and boys?

Hopefully, answers will emerge based upon a commitment to enhance every student's relationship to his/her physical body, mental attitudes, and self.

L. COUNSELORS BY GENDER AND SCHOOL ASSIGNMENT, 1984-85

For the 1984-85 school year, there was a total of 45 counselors (persons, not necessarily FTE's), 24 males and 21 females. Counselors play an important role in the educational system. In addition to serving as role models for students, they are in a position to directly influence the career aspirations and choices of young people. It is necessary, therefore, that counselors have a knowledge of the effects of sex-role stereotyping upon both boys and girls. Action must also be taken to inform all students about the facts of the working world and to maximize their career options. For example, students should know that ". . . nine out of ten young women in today's high schools will work outside the home for major part of their adult lives."[16]

It also seems important that students have access, if at all possible, to both male and female counselors. For a variety of reasons, some students may feel more comfortable with a woman and others with a man. In 1984-85, five junior highs had more than one counselor of the same gender and none of the other (three schools with all women and two with all men). Most other assignments were equally balanced, with the exception of Vo-Tech (4 men and 1 woman) and one high school (4 men and 2 women). While it is acknowledged that many other factors may influence building assignments, it would be helpful to recognize gender issues as one of the criteria. To the two

chairpersons' knowledge, this was not done for 1984-85 and had not been considered in the past.

M. SUMMARY COMMENTS

A tremendous amount of data has been analyzed, some in greater depth and breadth than others. Those areas that appear to need intervention because of gender disparity are indicated in the Executive Summary at the beginning of this report. Of the 16 components examined, the data analysis suggests a need for education, awareness, and action in all areas. Four were also seen as areas of strength, and 6 raised questions relative to Title IX compliance.

IV. OBSERVATIONS OF K-6 TEACHER ⟷ STUDENT INTERACTIONS

The second major part of the GEP was the observational component which focused upon teacher ⟷ student interactions in the classroom. Specific areas for observation were those that research has found to be gender sensitive, meaning that teachers related differentially to girls and boys.

Four primary sources were used as a guide in the choice of observational categories. Overall, the most current and helpful of the four was the Gender Expectations and Student Achievement (GESA) Teacher's Handbook, published in 1985 by the Los Angeles County Office of Education. Three BVSD Title IX Advisory Council members participated in the first GESA training in August, 1984.[17] This experience was extremely helpful and provided knowledge and impetus for the current GEP effort. The three other sources were Looking in Classrooms by Thomas L. Good and Jere E. Brophy, 1978, and Sex Equity Handbook for Schools by Myra and David Sadker, 1982. Reference was also made to the Observer's Manual for Intersect: Interactions for Sex Equity in Classroom Teaching by Myra Sadker, Joyce Bauchner, David Sadker, and Leslie Hergert. This work is yet to be published and is being shared with a limited audience for field testing and evaluation. In addition, several experts in the field were contacted to obtain the most up-to-date research methodology. Before going into detail regarding the content of the formal observations, it is helpful to know the processes used to inform teachers and to choose and to train observers.

A. BUILDING VISITATIONS

Between October, 1984, and January, 1985, all elementary and middle school faculties were visited by a Title IX Advisory Council member to explain the GEP and to ask for cooperation. Though teachers did not have a choice whether to be observed, it was important to share as much information as possible and to stress that the GEP observations were confidential and in no way an individual assessment of teacher competency. For the most part, teachers were very curious and many requested feedback. Understandably, there was apprehension on the part of some. In order to keep the research as uncontaminated as possible, specific information about observational categories could not be provided. Individual feedback was not feasible due, again, to research factors, to lack of time, and to scarce person power.

B. OBSERVATION TEAM

The observation team was comprised of twenty persons, fifteen school district employees and five BEEP members. A conscious effort was made to create a team representative of a broad range of experiences and perspectives. The following individuals participated as GEP observers:

Jeff Bushnell
Coral Bowman, BEEP
*June Farone
*Pie Frey-Morris
*Marilyn Friedman
Carol Ginther
*Jean Jacobson
Sheila Roth Malcolm
Don Marinelli
Robert Munger
Cheri Merriman
Joyce McDaniel, BEEP
Larry Oakes
*Eleanor Patten
Judy Reid, BEEP
Jeanette Scotland, BEEP
Dan Seger
David Shinkle
Patti Stahl, BEEP
David Yeager

*Members of Title IX Advisory Council.

A two day training session for observrs was conducted by Marcie Lazzari and Laura Allen (graduate intern) during January, 1985. See Appendix D for training agenda. The primary focus was upon the development of observer objectivity and strict adherence to research procedures. See Appendix E for observer instructions. A training tape was used to validate the reliability of the observation instrument.

C. SAMPLING

A random sample of 200 class groups (approximately one-half of the elementary classes) was drawn from the total K-6 student population. Each group had an assigned teacher who was observed interacting with her/his students. When a class group changed teachers, the observer followed the children. Therefore, a total of 235 groups were observed, each for a 45 minute period during one or more of the following: regular class activities, art, library, music and/or P.E. Observations were conducted during February and March, 1985. Observers were randomly assigned school(s) and classes (10 class groups per observer).

D. INTERACTIONAL CATEGORIES

The observations were organized around the concept of an interaction between a teacher and a student. The question being addressed was: Do teachers interact differently with children based upon the child's gender?

Research over the past thirty years indicates that boys tend to receive more teacher attention, both positive and negative, than girls

> 'Although most teachers believe that they treat girls and boys the same, this is not the case. Both female and male teachers have been found to interact more with boys, to provide boys with more approval, more disapproval and more opportunities to respond. Boys have been found to receive more teacher messages dealing with keeping order, misbehaving and interpreting class rules. Boys receive on the average, two and a half times as many disapproving comments as girls. Overall boys receive more positive and negative attention than girls.'[18]

The research further indicates that boys need to be considered as two separate groups. "Not all boys are receiving this positive and active attention. Low-achieving boys receive more teacher criticism; in contrast, high-achieving boys receive more teacher approval and active instruction."[19] It is important to keep this in mind even though the BVSD classroom observations did not divide children into achievement groups or into ethnic groups, where interactional differences have also been found.[20]

Eleven teacher ⟷ student interactional categories were observed and coded. When appropriate, the source(s) for each category is cited. In some instances a definition was used almost in its entirety. In others, it was expanded upon or changed in some way. Several new categories were created. The BVSD observation instrument represents a composite of previous effort in the area of gender equity and identification of positive teaching behaviors. The interaction categories were as follows:

1. Teacher Initiates to (Teacher Selects)[21]

The teacher gives a student a direct opportunity to express him/herself. Teacher behaviors include:

a. Calling on a student whose hand is raised.
b. Arbitrarily selecting a student.
c. Moving toward a student to initiate an interaction.
d. Making eye contact to initiate an interaction
e. Touching a student to initiate an interaction.

2. Student Initiates (Student Self-Selects)[22]

A teacher ←→ student interaction results from a student expressing him/herself without initial teacher selection. Student initiating behaviors include:

a. Calling out to initiate an interaction.
b. Moving toward the teacher to initiate an interaction.
c. Making eye contact to initiate an interaction.
d. Touching the teacher to initiate an interaction.

In categories three through eleven, it was the teacher's reaction or response to the student (whether the interaction was student or teacher initiated) that was being observed.

3. Response Acknowledgement[23]

a. Affirm[24]

The teacher simply confirms that the student's academic or curriculum-related response is correct--nods, repeats the answer, says "OK," "uh-huh," "yes," "that's right," etc. Such comments convey acceptance.

b. No Feedback[25]

The teacher does not acknowledge the student's response, comment, or question. In this situation the teacher hears or listens to the student's response, comment or question. S/he simple gives no feedback.

c. Negate[26]

The teacher simply indicates that the student's academic or curriculum-related response is incorrect or unacceptable--shakes head, says "no," "that's wrong," etc.

4. Intellectual Quality

a. Praise[27]

Teacher rewards and reinforcement are given specifically for the intellectual quality or competence of the student's work. The teacher praises the student either in words ("fine," "super," "good," "wonderful," "good thinking") or by expressing verbal affirmation in a notably warm, joyous, or excited manner. Attention to teacher affect is important. "Yes" could be said in a way that indicates praise, rather than simple affirmation.

b. Neutral Response to Intellectual Quality

The teacher makes comments to the student which acknowledge the student's thinking ability in a non-evaluative manner; that is, the teacher's comment cannot be clearly determined as being either praise or criticism.

c. Criticize[28]

The teacher makes critical remarks to the student directed at the lack of intellectual quality or competence of her/his work. The teacher criticizes the student with comments such as "bad thinking," "that doesn't make any sense," "you should know better than that." Attention to teacher affect is important. "No" could be said in a manner that indicates criticism rather than simple negation.

5. Effort

a. Praise[29]

Teacher rewards and reinforcement are directed to the student's effort relative to academic or curriculum-related tasks--"good try," "you almost have it," "you're working hard today."

b. Neutral Response to Effort

The teacher makes comments to the student which acknowledge the student's effort in a non-evaluative manner; that is, the teacher's comment cannot be clearly determined as being either praise or criticism. Typically, this type of statement will be made with flat affect.

c. Criticize[30]

The teacher makes comments to the student attributing his/her academic struggle or failure to lack of effort, "You're not trying hard enough." "You had better pay closer attention."

6. Learning Process

a. Facilitate[31]

The teacher promotes learning by providing the student with suggestions, hints, and cues to encourage and enable the student to complete the task for him/herself. Teacher behaviors include probing, re-phrasing the question, suggesting another thought process, reminding the student of pertinent information, and clarifying the content of the task so that the student is able to engage him/herself in it. This category is also used when the teacher works with the student to look further in depth at an issue, that is, to consider its various aspects, to more fully describe its characteristics, etc. It is important to remember that this category represents a range or continuum of facilitative interactions from simple clarification of the content or process of the learning task to higher level questioning.

b. Short-Circuit[32]

The teacher prevents or short-circuits learning by intruding and taking over the student's learning process. The teacher actually does the task for the student.

7. On Hold

The teacher asks or tells the student to wait or indicates in any other way to the student that s/he must wait to interact with the teacher. This category is used in all situations whether curriculum-related or pertaining to behavior, rules of form, procedures, etc.

8. Behavior, Rules of Form, Procedures

a. Praise[33]

The verbal or non-verbal interaction between the teacher and student indicates to the student that:

1) his/her behavior is acceptable. "You're being polite and quiet today."
2) s/he is complying with rules of form: "That's a very neatly written paper."
3) s/he is correctly following procedures. "You did an excellent job of following directions."

b. Clarify[34]

The verbal or non-verbal interaction between the teacher and student clarifies teacher-desired behaviors, acceptable rules of form, and appropriate classroom procedures for the student. The teacher does not make a value judgement regarding the student's compliance or non-compliance. She/he simply clarifies, explains, reminds, or directs.

c. Reprimand[35]

The verbal or non-verbal interaction between the teacher and student indicates to the student that:

1) her/his behavior is unacceptable. "You're being too loud."
2) s/he is not complying with rules of form. "Your paper is very sloppy."
3) s/he is not following procedures. "You weren't listening, and, therefore, you don't know what to do."

9. Personal Attention

a. Positive[36]

The teacher responds to the student as a person in a positive way. "Jim, I like your new clothes."

b. Negative[37]

The teacher responds to the student as a person in a negative way. "Karen, you are driving me crazy! What is wrong with you?"

c. Ignore

The teacher clearly disregards a child who is attempting to initiate an interaction with the teacher. The teacher acts as if the child is not even present. In this situation it must be clearly evident that the teacher in no way acknowledges what the child is saying or doing.

10. Physical Touching[38]

a. Positive

The teacher interacts with a student through positive physical touching--hugs, handshake, any touching that expresses helpfulness, encouragement, or affection. Initiation, rather than duration, is an important factor.

b. Negative

The teacher interacts with the student through hurtful physical touching: grabbing, pushing, shaking, shoving, striking, etc.

11. Other and/or Comments

See Appendix F for further details.

E. PROCEDURES

During each 45 minute observation period, the observers coded every interaction between the teacher and an individual child. See Appendix G for a copy of the observation coding form. A total of 17,153 teacher ↔ student interactions were recorded. Of those, 10,742 were teacher initiated interactions and 6,411 student initiated. Observations per grade level were fairly even, ranging from a low of 31 (4th and 6th grades) to a high of 36 (Kindergarten and 1st grades). Of those teachers observed, 42 or 18% were male; this discrepancy relates to the disproportionately high number of females in elementary education. During the observations, 51% of the students present were male. Specific activities during each observation period were also coded and were as follows:

Activity	Number of Times Observed	Percent
Language Arts	88	20.0
Reading	65	14.8
Social Studies	37	8.4
Science	19	4.3
Math	72	16.4
Health	7	1.6
Computers	9	2.0

Activity	Number of Times Observed	Percent
Art	20	4.5
Library	11	2.5
Music	23	5.2
P.E.	11	2.5
Moving	4	0.9
Recess or Lunch	5	1.1
Other	69	15.7

Likewise, teaching modes were indicated with 62% being entire class instruction. See Appendix H for Activity and Mode Codes. The number of teacher ↔ student interactions per activity and instructional mode correspond proportionately by percentage with the above activity breakdowns.

The formal observation data was analyzed using statistical procedures, specifically chi square and ANOVA. This work was done by Dr. George Kretke, BVSD Evaluation Specialist. Consultation was also obtained from Dr. Susan Marine (BEEP member) and Dr. Gale Whiteneck, a private consultant.

F. FINDINGS AND DISCUSSION

The data was analyzed in two ways, one looking at quantity or frequencies of interactions and the other at quality. The following chart indicates those areas where a statistically significant difference (.01 alpha level) was found relative to gender disparity. The data analysis yielded other information related to teacher behaviors in general; these results will be briefly commented upon throughout this section.

TABLE 14

STATISTICALLY SIGNIFICANT FINDINGS*
RELATIVE TO GENDER ISSUES

Key: ↑ = more ↓ = less
MS = Male Student
FS = Female Student
MT = Male Teacher
FT = Female Teacher

		Student Sex	Teacher Sex	Teacher ↔ Student Interaction	Other Variables
Total Number of Interactions					
Teacher Initiated	(TI)	↑MS(57%)		↑ FT ↔ MS(58%) ↓ FT ↔ FS(42%)	↑MS in Grades K(62%), 2(61%)
Student Initiated	(SI)				
Response Acknowledgement	TI				
	SI				
Intellectual Quality	TI			↑ Criticize MT ↔ MS	
	SI			↑ Criticize MT ↔ MS	
Effort	TI		↑ Criticize FT		
	SI		↑ Criticize FT		
Learning Process	TI				
	SI				
On Hold	TI				
	SI				
Behavior/Rules of Form/Procedures	TI	↑ Reprimand MS			
	SI				
Personal Attention	TI	↑ Negative MS			
	SI		↑ Negative MT		
Physical Touching	TI				
	SI				

*.01 alpha level

Overall, 57% of coded TEACHER INITIATED interactions were directed toward male students, 43% toward female students. Across grade levels, the most significant difference was seen in the kindergartens where 62% of the coded Teacher Initiated interactions were directed toward male students, 38% toward female students. In the second grades, 61% of the coded Teacher Initiated interactions were directed toward male students, 39% toward female students. Of the coded interactions, 58% were initiated by female teachers to male students, while 53% were initiated by male teachers to male students. No statistically significant results were found when considering alone the effect of teacher sex or in the category of STUDENT INITIATED interactions. Therefore, when students initiated interactions with teachers, student gender did not effect teacher response. However, when teachers initiated, they chose to interact with boys more frequently. This was especially true of female teachers.

These findings are basically congruent with other research. The primary issue, however, is not how BVSD compares with other districts; rather, what is the situation in our schools and how can we create the best possible learning environment for all children?

What was the quality of those interactions that did occur? Relative to gender disparity, no statistical differences were noted in RESPONSE ACKNOWLEDGEMENT. However, significant results were indicated at the .01 alpha level regarding the type of Response Acknowledgement. Of the coded Response Acknowledgement interactions, 92% were positive in terms of affirming student responses.

Results also indicated that all children tended to receive more praise (90%), than criticism or neutral responses, for the INTELLECTUAL QUALITY of their answers. However, when criticism for intellectual quality was noted in both teacher and student initiated interactions, boys received more criticism from male teachers. While male teachers praised girls in 96% and criticized in 2% of the teacher initiated interactions for Intellectual Quality, boys were praised 78% of the time and criticized 18%. Percentages are not available for student initiated interactions, but a similar pattern is indicated from the available data analysis.

One might hypothesize that male teachers hold higher expectations for boys than for girls, and, therefore, use criticism as a motivational technique. Further research would be necessary to explore this line of thinking.

Initial results of the data analysis also suggest that activity may have an effect upon teacher ⟷ student interactions. For instance, boys tended to receive more criticism for intellectual quality in language arts and in math. Further analysis is needed to understand the possible effects of activity upon teacher ⟷ student interactions.

The only statistically significant variable relative to EFFORT in both teacher and student initiated interactions was teacher gender. While male teachers offered praise in 95% and criticism in 3% of those interactions, female teachers gave praise 81% and criticism 11% of the time. Student gender made no difference. Reasons for this finding are unclear, and no previous research pertinent to this issue was found.

Teacher behaviors relative to facilitating students' learning processes were statistically significant. In 94% of both teacher and student initiated LEARNING PROCESS interactions, students were facilitated rather than short-circuited. This indicates the existence of an overall positive learning environment. However, it is important to remember that the definition for this category represented a continuum of facilitative interactions from simple clarification to higher level questioning. Relative to

possible gender disparity, it would be necessary to look more closely at lower versus higher level questioning by gender. Due to the breadth of the GEP observation form, it was not feasible to more carefully examine this variable.

In the category of BEHAVIOR/RULES OF FORM/PROCEDURES, boys received more reprimands (23%) than girls (15%) when the interactions were teacher initiated. What is also of interest was the small amount of praise--5% directed toward boys and 7% toward girls. The bulk of the interactions had to do with clarifying behavioral expectations etc., both in teacher and student initiated interactions.

The fact that boys were reprimanded more frequently than girls is consistent with other research, and something that most teachers know from their own experiences.[39] However, there are reasons for concern because of this type of repeated interactional modality.

> Such patterns of response intended as punishment, have been repeatedly demonstrated to reinforce aggression and other forms of disruptive behavior (Brown and Elliot 1965; O'Leary et al., 1970; Pinkston et al., 1973). Thus teachers seemed to be reinforcing boys for behaviors they wished to decrease, behaviors which may prove to be increasingly disruptive to the classroom. This type of reinforcement history may be a factor in the higher rates of aggressive and disruptive behavior reported for boys, and in the high referral rates of boys for such problems.[40]

This is certainly food for thought given the figures for suspensions and special education (EBD) referrals in the BVSD. Refer to Tables 9 and 10.

The final category where statistically significant differences were found is PERSONAL ATTENTION. When the interactions were teacher initiated, boys received 89% positive personal attention and 11% negative, as compared with 93% positive for girls and 7% negative. There was virtually no difference in terms of differential treatment when the interactions were student initiated. However, when negative personal attention was given in the student initiated category, male teachers were more negative than female teachers--9% of males as compared with 3% of females.

In summary, there were relatively few statistically significant findings of differential treatment by gender. Even though the results of this portion of the BVSD Gender Equity profile are considerably more positive than many other studies, a similar pattern of differential treatment is evident. Techers do interact more with boys than with girls. On the other hand there is evidence, based upon the coded observations, to suggest that a substantial number of positive teacher ↔ student interactions are occurring with both boys and girls in the K-6 classrooms. This deviance from the national profile is consistent with other areas in the BVSD where local scores are higher than national averages.

V. K-6 CLASSROOM ENVIRONMENT OBSERVATIONS

This section of the report was analyzed and written with the assistance of Laura Allen, University of Denver graduate intern.

In addition to the formal coding of teacher ↔ student interactions, observers were asked to comment upon various aspects of classroom environment relative to gender equity. See Appendix I for observation form. Again, the categories were taken from the literature[41] and indicate areas which tend to have an influence upon students in terms of reinforcing or breaking traditional sex-role stereotypes. The categories observed also have implications for curriculum choices as well as teacher behavior. They are as follows:

1. Bulletin Boards
2. Classroom Equipment
3. Student Groupings
4. Language
5. Entry, Exit and Transition Times

In observing and commenting upon classroom environment, observers were guided by the following definitions.

Sex-Affirmative: conscious effort on teacher's part to include females and males in areas not traditionally assigned to them.

Sex-Fair: balanced use of examples, language, pictures, etc. that reflect both a male and a female perspective.

Sex-Biased: teacher uses examples language, pictures, etc. that reflect an all male or an all female perspective.

Virtually every example of sex-bias applied to partiality toward males. More than likely the intent was to refer to all students. The difficulty in such an approach, however, is the hidden message students receive regarding their importance and the appropriateness of various roles for each gender.

A. BULLETIN BOARDS

Eighty-four examples of sex-bias were reported, as compared to 39 attempts to be sex-affirmative. The majority of sex-bias examples had to do with displays depicting boys and girls in stereotypical roles and possessing stereotypical characteristics, that is, boys as thinkers, girls as helpers, boys functioning in professional capacities, girls doing domestic chores, etc. In addition, many observers noted males disproportionately represented as important people, such as composers, artists, musicians, political figures, explorers, scientists, ancient Greeks, etc.

It should be noted that the classroom observations occurred around Presidents' Day, thus there were numerous exhibits of our all male Presidents. An alternative approach would be displays on leadership including, along with the Presidents and other male leaders, such women as Susan B. Anthony, Elizabeth Cady Stanton, Harriet Tubman, Jane Adams, Charlotte Perkins Gilman, Dolores Huerta, to name but a few. Because of our own socialization, it is necessary to make a conscious effort to include those who have been hidden from history.

Attempts to be sex-affirmative typically depicted a balanced representation of females and males in displays, as well as boys and girls participating with equal abilities in the same activities--for example, both sexes successfully being astronauts, child care-takers, scuba divers, mail persons, etc.

B. CLASSROOM EQUIPMENT (manipulative learning materials, toys, games, books, etc.)

The forty examples of sex-biased equipment were noted primarily in reference to texts and other books showing males and females in stereotypical roles, or failing to mention females at all.

> Campbell (1984) summarized the importance of including both male and female role models in instructional materials.
>
> 'Ninety percent of student learning time is spent using educational materials. Materials that include women and men in a variety of jobs cause children to view more jobs as appropriate for both women and men and by extension, to themselves. Reading about successful women has been found to cause girls to have higher expectations of female success, an important component of achievement. Finally, after hearing stories about a member of their own sex achieving, both girls and boys have been shown to spend more time on school tasks. This 'time on task'. . . is one of the most important components of achievement.'[42]

Other examples related to classroom equipment as being clearly more appropriate for boys--such as blocks, trucks and other manipulatives, or for girls--such as dolls, kitchen utensils, and the "house" area. In these situations the equipment was segregated into a "boys' area" and a "girls' area," each reflecting traditional sex-role stereotypes.

Of the 27 examples noted of sex-affirmative classroom equipment, most referred to textbooks showing females and males in non-traditional roles. Several examples were also noted of traditionally "male" and "female" toys being intermingled. In several classrooms it was evident that a conscious attempt was being made by the teacher to encourage all children to use all of the learning tools.

C. STUDENT GROUPINGS

Examples of student grouping by gender were also observed. Eighty-four such incidents were noted in which boys and girls were separated for such purposes as lining up, seating arrangements, and various lists (attendance, grades, athletic record, math and spelling achievement). The implications of this finding are extremely important to consider and will be discussed in Part VIII (GEP Questionnaire) of this report.

D. LANGUAGE

> Until recently few people thought much about what English--or any other language for that matter--was saying on a subliminal level. Now that we have begun to look, some startling things have become obvious. What standard English usage says about males for example, is that they are the species. What it says about females is that they are a subspecies.[43]

Fifty-two examples of sex-biased language and 40 examples of sex-fair language were observed and noted. Sex-biased language typically referred to the use of so-called generic expressions such as "you guys" and masculine pronouns to apply to all students. Many would not consider "you guys" to be sex-biased; however, when one considers that we do not call all students "you gals," it takes on added significance. There are several alternative words to use in place of "you guys," such as folks, children, students, class, everybody and people. The forty incidents noted of using sex-fair language included all of the preceding suggested words.

A situation was noted where boys were addressed as "Mr." or "Sir," and girls by their first names. In another class, boys were called by their last names, and girls by their first. In one incident, a female student was called "babe," and in another, "doll."

These findings and their implications are also extremely significant. They will be further discussed in Part VIII (GEP Questionnaire).

E. ENTRY, EXIT AND TRANSITION TIMES

During those periods when there was no formal coding, there was frequently the opportunity to observe casual discussions between the teacher and individual students. Times were also available to observe disciplinary interactions that were not formally coded.

During entry, exit and transition times, 30 examples of gender disparity were noted and 19 representations of gender equity. Most gender disparity incidents had to do with lining up by gender, and boys receiving from teachers more attention, both positive and negative (disciplinary), than girls. It was particularly mentioned that boys were touched more than girls. Conversely, the examples of gender equity described students lining up regardless of gender (by, for example, table, hair color, eye color), and students receiving equal attention.

F. SUMMARY COMMENTS

It is important that we as educators continue to be aware of the ways in which an atmosphere of gender bias is created in the classroom. Bulletin boards are a constant source of information about our world and, as such, can be a potent factor in socialization, especially after 13 years of public education. Textbooks function in much the same way, imparting to students not only instruction about math, reading and science, but also about who does what in this world. Information which reflects or reinforces gender disparity may create for students a sense of limited options.

The use of masculine pronouns to refer to all people may underscore what a child observes in a sex-biased classroom--males predominate, and are to be taken more seriously. The repetitive use of such terms may, over time, negatively effect a female's sense of self-worth.

Grouping by gender reinforces a sense of difference which, combined with other forms of bias, may be interpreted by students as one group being better or significantly different from the other. This does not enhance a child's sense of being free to develop to his or her full potential. Mixed groupings, on the other hand, allow for a feeling of equity among the sexes.

Clearly, teacher choices and actions supportive of gender equity were observed. However, when one examines the overall tally, classroom environment seems to be an area that needs attention. For the five categories observed, 415 examples were noted. Of those, 290 (70%) reflected sex-bias or gender disparity, and 125 (30%) were illustrations of gender equity (sex-affirmative, sex-fair). In addition to recording specific examples, the observers simply checked "yes" or "no" regarding sex-bias, sex-affirmation, or sex fair relative to bulletin boards, classroom equipment, and language. When asked if sex bias was observed in those three categories, there was a total of 482 "no" checks. However, when asked about sex-affirmation or being sex-fair, "yes" was marked 121 times. It seems, therefore, that while sex-bias was not particularly evident, neither was a noticeable effort to be sex-affirmative. We might think, then, in terms of missed opportunities to expand the horizons of both boys and girls.

VI. K-6 SCHOOL ENVIRONMENT OBSERVATIONS

This section of the report was analyzed and written with the assistancae of Laura Allen, University of Denver graduate intern.

Just as the observers were asked to comment upon classroom environment, they were likewise requested to record anything of significance relative to gender equity/disparity in the total school environment. See Appendix J for a copy of the recording form. Categories were not given to the observers; therefore, as part of the data analysis their notations were classified by similarity of response. Six categories were developed and are as follows:

1. Bulletin Boards (in common areas of the school)
2. Student Groupings
3. Staffing Patterns
4. Staff or Student Job Assignments
5. Informal Teacher Conversations
6. Overall Impressions

A. BULLETIN BOARDS

Bulletin boards were described as either reflecting gender disparity (sex-bias) or gender equity (sex-affirmative or sex-fair). Sixty-seven examples of gender disparity were noted. The following are typical illustrations.

1. A time line in a hallway display entitled "Development of Man."
2. The BVSD Science Fair poster which showed a male professor and a male student (no female shown in either role).
3. A "Great American Folklore" bulletin board including only males.
4. A basketball display with only male players.
5. A bulletin board entitled "Great Men of Music."
6. A poster of "Mystery Men of the Revolution" with no indication that women had any part in that social movement.
7. Posters depicting harried female secretaries.
8. A "girlie" pin-up poster in a janitor's closet (clearly visible from the hall).

Thirty-one examples of gender equity were recorded. These were divided into two main types. One depicted both males and females in the same roles, such as artists, athletes, astronauts. The other was exhibits that attempted to affirm non-traditional

roles for either sex. One example was a balloon display where pictures on the balloons showed, for instance, females being athletic, a male working in a garden, and another being a teacher.

B. STUDENT GROUPINGS

Eleven examples of sex-segregated groupings were noted. They typically described separate lines for boys and girls, and lists posted or work displayed by gender.

Five observers noted instances of student self-separation by gender on the playground. We all know that much more of this occurs during recess and free time than was noted.

C. STAFFING PATTERNS

Seven comments were made relative to the striking lack of male elementary teachers. This we know to be true from looking at the baseline data.

D. STAFF OR STUDENT JOB ASSIGNMENTS

Five incidents reflecting sex-biased stereotyping were noted. One described the female secretary apparently being expected to make coffee for the male principal. Another was a list of the student leadership group where the president, vice-president, and treasurer were males, and the secretary was female.

E. INFORMAL TEACHER OBSERVATIONS

This category refers to discussions by teachers regarding gender diffences or the gender equity effort. One teacher reportedly was talking about the ease with which boys learn to ski as compared to girls. This may seem like an innocuous comment, and, yet, it reflects a sex-biased view of boys and girls relative to a physical skill and one that is probably not based upon fact. Several teachers were heard talking about the time and money that should not be spent on gender equity efforts.

F. OVERALL IMPRESSIONS

Six observers made comments about their positive impressions of sex-fair school environments. However, no specifics were given.

G. SUMMARY COMMENTS

Overall, 99 (73%) examples were identified as reflections of gender disparity. Thirty-seven (27%) examples characteristic of gender equity were noted. Interestingly enough, this proportion of results is approximately the same as those of the classroom environment observations.

VII. K-6 TEACHER INFORMATION

A. FINDINGS AND DISCUSSION

All teachers who were observed were given a letter and a form to complete. See Appendix K. They were thanked for their cooperation and participation, and told that

completion of the form was voluntary. Of the 235 forms given to teachers, 171 (73%) were returned. That is an extremely high return rate, and speaks very positively of teacher interest and effort. Of the total respondents, 22 (13%) were male and 149 (87%) female. The 22 males represented 52% of the total males (42) in the study, and the 149 females, 77% of those who were observed (193). One might hypothesize that female teachers were more cooperative, compliant, or more interested in the study.

The vast majority of the teachers who completed the information form were Anglo (92%) and married (73%). Twenty-nine percent were between 21 and 35 years of age, 33% between 36 and 45, 27% between 46 and 55, and 11% over age fifty-six. Eighty-two percent of the respondents were regular classroom teachers, 11% specialists, and 7% substitute or student teachers. Fifty-two percent of the teachers had been working at their current grade or subject area for 8 or more years. Total teaching experience spanned from 1 to 36 years. Fifty-one percent of the respondents had taught 15 years or more.

When asked if they had participated in Title IX or gender equity training, 86% said "no," and 14% (22 people) said "yes." This is a very low percentage considering the significance of the issue. Of the 22, the training was voluntary for 12 and required for ten. When asked if the experience was helpful in your teaching, 5 persons said "no" and 17 responded "yes." Some of the comments are as follows:

> Brought about an increased awareness of the issue, influenced changes in classroom equipment, enabled me to talk with others better about the issue. (voluntary)
>
> Made me more aware of inequities in society. (required)
>
> Raised awareness around ways I could include all children equally, in all activities. (required)
>
> Taught me how we are all conditioned--learned ways to help children break away from roles and expectations. (voluntary)
>
> Gained new perspective. (required)

When asked if you or anyone in your life had experienced a situation that made you particularly sensitive to gender equity issues, 92 (62%) said "no" and 57 (38%) indicated "yes." Under comments, teachers shared some personal perceptions and feelings. The following are typical of what was expressed:

> Subtle inequalities have occurred throughout my life. (female)
>
> Suspect I was denied a position due to gender. (female)
>
> In applying for a mortgage, I was told that being a single female, recently divorced, could be reason for denial.
>
> Mother's low paying job; female friends in college. (male)
>
> Being female - especially aware of gender inequity in school sports - Title IX members have raised my awareness by their outspokenness on the issue.
>
> Mother was advocate for women's right 40 years ago; father valued equality. (male)

Unequal pay for equal work. (female)

Would have chosen different job if I had grown up now. (female)

Was accepted into dental school (1950's) until they realized I was female.

As a public school administrator, I would like to see more women in administration and more men as elementary teachers; divorce and custody decisions have also sensitized me to the issue. (male)

Have experienced colleagues grouping boys and girls by gender in pretty awful ways. (female)

Daughters working in the business world experience discrimination. (female)

Discouraged from studying for non-traditional careers. (female)

Husband expects me to do all the housework.

Male principals give more consideration to male teachers. (female)

Husband was actively supportive of gender equity--wanted it for our 3 daughters.

At the end of the form, there was a space provided for additional comments or suggestions regarding gender equity issues and/or participation in the project. Thirty-six teachers made statements frequently representing opposite views. For example, some felt that the study was extremely important, while others perceived it to be a total waste of time and money. One teacher reported that she was given two weeks notice of the time of the observer's visit, and another teacher remarked that she had not been informed at all. Principals had been asked to inform the teachers the day before the observation was to occur. This was for research purposes only; obviously there was some variation in the procedures. The most frequently made comment was a request for feedback.

B. SUMMARY COMMENTS

One might summarize this section as projecting an overall sense of teacher interest, openness, and desire to learn and to make improvements where necessary. Awareness is a fundamental pre-requisite for change, both on a personal/professional level and on a larger system basis. It is hoped that this report itself will provide adequate feedback to encourage a district-wide growing process in support of gender equity. By looking at our own behaviors which are reflected in this study, we can build upon the positive; eliminate the negative; and have the potential to nurture a truly dynamic equality-based learning experience for all children.

We now go to the final section of the BVSD Gender Equity Profile which looks at knowledge, attitudes, and interests relative to gender equity.

VIII. GEP QUESTIONNAIRE

A. INTRODUCTION AND PROCEDURES

In April, 1985, all BVSD certificated employees (1566) were given a copy of the GEP Questionnaire. See Appendix L. Forty-five percent (710) responded. This is a respectably high return rate, especially when considering the hectic time of year. As was stated in the introductory letter to the questionnaire, we were unable to distribute the survey any earlier due to a variety of circumstances.

Similar to the observation instrument, the components of the questionnaire were based upon previously reported research and consultation from experts in the field.[44] The intent of the questions was to stimulate an open dialogue and to be as objective as possible. The questionnaire was constructed under the guidance of Dr. George Kretke.

Based upon the format of the questions, some responses were more appropriate for statistical analysis. The open-ended or essay-type questions were coded and analyzed by the following BVSD personnel: Pie Frey-Morris, Marcie Lazzari, Larry Oakes, and Sheila Roth Malcolm.

For the open-ended questions, a random sample of 200 questionnaires was drawn from which categories were developed and responses coded. In addition, each questionnaire was read in its entirety to take any quotes that were particularly representative of a given response category. Also, we felt an ethical responsibility to read each questionnaire as we valued each person's perceptions and ideas.

B. RESPONDENTS' PROFILE

Of the 667 respondents who indicated their gender, 151 (23%) were male, and 516 (77%) female. Twenty-nine percent were 35 and under; 40% were between the ages of 36-45; and 31% were 46 and over. The vast majority (94% of 661 respondents) were Anglo and classroom (71%) or special education teachers (10%). The remainder were administrators (4%), support staff (7%), and "others" (8%). Six hundred-seventy persons marked a category for current assignment.

They were as follows:

		Number	Percent
1.	Pre-kindergarten	21	2%
2.	Lower Elementary (K-3)	291	33%
3.	Upper Elementary (4-6)	225	25%
4.	Middle	75	8%
5.	Junior High	129	14%
6.	High	123	14%
7.	Vo-Tech	14	2%
8.	Central Administration	18	2%

More than one category could have been checked, as some individuals work with several age groups.

Out of 675 respondents who answered Question 33, 513 (76%) had not been observed as part of the GEP study; 162 (24%) had been involved.

Not all persons answered every question. That explains the discrepancies in total number of responses per question. Some people commented that the questions were discriminatory, and/or that they could be identified by providing the requested information.

C. FINDINGS AND DISCUSSION

The questions and their responses were grouped into four major sections, as follows:

1) Importance of Gender Equity (Questions 5, 18, 20, and 21)
2) Perceptions of Girls and Boys (Questions 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14 and 19)
3) Impact of Socialization (Questions 6, 15, 16, 17, and 22)
4) Usefulness of Study (Questions 23, 24 and 25)

1. IMPORTANCE OF GENDER EQUITY

When asked if equal opportunity and treatment of boys and girls is a very important issue for the BVSD to address (Question 5), the responses were as follows:

	Number	Percent
Agree strongly	315	46%
Agree mildly	210	31%
No opinion	56	8%
Disagree mildly	71	10%
Disagree strongly	37	5%

When respondents were asked if they observed in the building(s) where they work, at least one person in a leadership position taking an <u>active</u> <u>role</u> to promote gender equity (Question 18), they answered:

	Number	Percent
Usually	278	40%
Sometimes	194	28%
Seldom	87	13%
Never	45	7%
Don't Know	83	12%

When dealing with an issue such as gender equity, which can be easily misunderstood, it is important to have assertive, knowledgeable district leadership.

While these results are partially positive, they also suggest that some intervention may be needed with those in leadership situation.

Since 81% of the questionnaire respondents were teachers, one might consider the figures for Question 18 as reflective of what occurred at the individual school level. Recalling the disproportionately high number of male principals (70% in 1984-85), the responses might also have implications for some males in leadership capacities.

One might hypothesize that males as a group, because of their life experiences, may be less knowledgeable and less sensitive to gender related educational issues. This comment is in no way meant to indicate that being female

is automatically equated with being gender equitable in one's interests or behavior. This is an area that warrants further study.

In light of these leadership related issues, it is interesting to look at respondents' perceptions of opportunities for major administrative responsibility in the BVSD. Two questions were posed (numbers 20 and 21). Are opportunities for major administrative responsibility in the BVSD limited for women? for men?

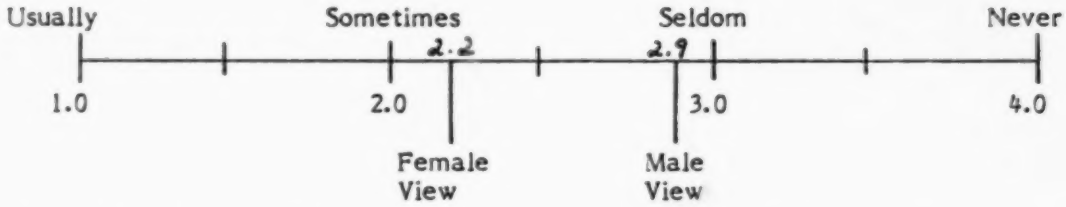
TABLE 15

PERCEIVED LIMITATION OF OPPORTUNITIES
FOR ADMINISTRATIVE RESPONSIBILITY,
GEP QUESTIONNAIRE, MAY 1985

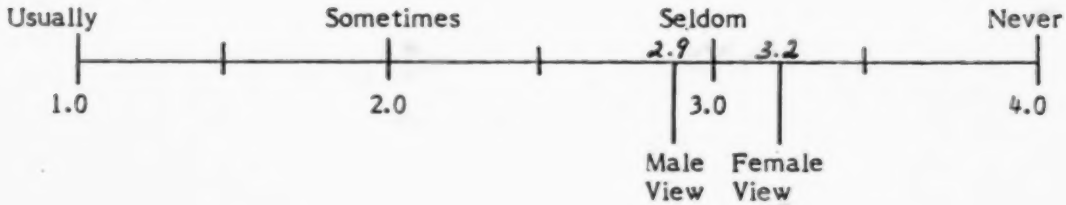
Limited	Usually		Sometimes		Seldom		Never		Don't Know	
Opportunities	No.	%	No.	%	No.	%	No.	%	No.	%
For Women	93	14%	211	31%	156	23%	77	11%	144	21%
For Men	16	2%	87	13%	251	36.5%	217	31.5%	117	17%

Stark contrasts are evident between the perceived differences for men and for women. Administrative structure in the BVSD during the recent past seems to substantiate, or at least relate to these disparate views. However, within the past couple of years, there has been a noticeable shift toward equalizing administrative positions between men and women, with the exception, however, of the highest BVSD leadership positions and secondary principalships.

In responding to above questions there was a gender effect meaning a statistically significant difference between the opinions of males and females. Males were more likely to see opportunities for women as being seldom limited (2.9 on a 4.0 scale), while females' views were closer to seeing opportunities as being sometimes limited (2.2 on a 4.0 scale).



For males, the perceptions of men and women, although statistically different, were more congruent.



However, females were more likely to discern that opportunities for administrative responsibility were seldom limited for males.

2. PERCEPTIONS OF GIRLS AND BOYS

> What does it mean to be a woman or a man in our society? Often it does indeed mean a physical difference in height, in girth, in weight, and in firmness of muscle tissue. Sometimes, however, the female may have the advantage in size and strength, and the male may be smaller, lighter, and softer to the touch. But being female or male can have a significance that carries beyond physical features.[45]

Recognizing that genetic differences account for a part of the difference in the way people view each other, we are still confronted with a host of cultural variables that strongly influence our behavior.[46] As our behavior as adults is effected by cultural factors, so is the behavior of the students we teach. Our expectations of children can color our perceptions of the similarities and differences between boys and girls. While girls and boys are more alike than different when entering school, we have a tendency to view children along sex-stereotyped divisions.[47]

To explore this issue among BVSD personnel, respondents were asked to describe the most apparent similarities and differences they had experienced in their work with boys as a group and girls as a group. These questions were apparently difficult or too time consuming to answer as many people left them blank. Also, the questions were in essay format and at the beginning of the questionnaire. They may also have been uncomfortable for those persons who were making a conscious effort to think about children as individuals. Similarities were noted in the following categories.

TABLE 16
SIMILARITIES NOTED BETWEEN GIRLS AND BOYS
GEP QUESTIONNAIRE, MAY 1985

CATEGORY	FREQUENCY	PERCENTAGE
Genetic	16	4%
Motor Characteristics	6	1%
Maturation Levels	10	2%
Physical Appearance	5	1%
Aspects of Personality	73	17%
Sense of Self	22	5%
Emotional Expression	18	4%
Value Orientation	15	4%
Play and Pastimes	27	6%
School Conduct	5	1%
Academic Performance/Interests	71	16%
Interpersonal Relations - General	40	9%
Interpersonal Relations - Adult	14	3%
Interpersonal Relations - Peer	44	10%
Miscellaneous	25	6%
Don't Know	3	1%
Blank/No Comment	43	10%
TOTAL	437	100%

For purposes of expediting this report, an indepth analysis of these findings will not be presented. However, some general comments are in order. Most of the SIMILARITIES (55%) were noted in aspects of personality (17%), academic performance/interests (16%), and in the three categories of interpersonal relations (22%).

In general, boys and girls were seen as having a range of personality styles and characteristics. They were described as being inquisitive, enthusiastic, loud, verbal, and open to trying new situations. They were also seen as having the same hopes, fears, and anxieties.

A range of academic abilities and interests was also noted. For example, both boys and girls may be good or poor readers and strong or weak in math. Students of both genders were seen as enjoying learning and as having a desire to do well.

In terms of interpersonal relationships, children were portrayed as wanting love and acceptance. Need for adult approval, recognition, nurturance, support and encouragement was specially noted. The importance of friendships and of social acceptance by peers was also mentioned. Both preference for the same sex peers and attraction to the opposite sex was seen as a similarity. These apparent differences are likely to be similarities at certain ages and developmental levels. This may also be true of other responses. For a more thorough analysis, similarities and differences would need to be considered in light of age and development.

Nearly all of the similarities were presented as widely accepted positive attributes and as common elements of the human condition. As we shall see, this was not so with differences. In general, similarities were depicted as broad, global categories. Differences, on the other hand, might be conceptualized as behaviors or characteristics along a continuum within a given category. Boys and girls were often seen at opposite ends which reflected typical sex-role stereotypes.

TABLE 17
*DIFFERENCES NOTED BETWEEN BOYS AND GIRLS,
GEP QUESTIONNAIRE, MAY 1985

CATEGORY	Boys		Non-Specific		Girls		Total by Category	
	No.	%	No.	%	No.	%	No.	%
Genetic	1	12.5%	7	87.5%	0	0%	8	2%
Motor Characteristics	4	45%	2	22%	3	33%	9	2%
Maturation Levels	6	30%	3	15%	11	55%	20	4%
Physical Appearance	2	14%	2	14%	10	72%	14	3%
Aspects of Personality	51	60%	5	6%	29	34%	85	19%
Emotional Expression	6	35%	2	12%	9	53%	17	4%
Value Orientation	1	11%	2	22%	6	67%	9	2%
Play and Pastimes	34	51%	10	15%	23	34%	67	15%
School Conduct	11	69%	0	0%	5	31%	16	3%
Academic Performance/ Interests	28	48%	6	10%	24	42%	58	13%
Interpersonal Relations								
General	12	46%	4	15%	10	39%	26	6%
Adult	3	25%	0	0%	9	75%	12	3%
Peer	15	37.5%	1	2.5%	24	60%	40	9%
No Differences	0	0%	10	100%	0	0%	10	2%
Miscellaneous	1	5%	17	90%	1	5%	19	4%
Don't Know	2	50%	2	50%	0	0%	4	-
Blank/No Comment	0	0%	45	100%	0	0%	45	9%
TOTAL BY GENDER	177	38%	118	26%	164	36%	459	100%

*Rows refer to categories of differencces and should be read across. Columns refer to differences noted specifically about boys, both genders in general, or girls.

In relation to DIFFERENCES, the non-specific category includes examples where a variance was noted without indicating its nature. For example, a respondent might have stated that boys and girls mature at varying rates (coded non-specific). Another person might have said that boys are more immature (coded under boys), or conversely that girls are more mature (coded under girls).

The majority (50%) of the noted differences between boys and girls was found in the same categories as 55% of the similarities--aspects of personality (19%), academic performance/interests (13%), and in the three categories of interpersonal relationships (18%). In addition, play and pastimes was a relatively significant category (15%) under differences.

It might be beneficial, at this point, to consider some of the words and phrases most frequently used in the GEP questionnaire to describe both the similarities and the differences between boys as a group and girls as a group. The descriptive sets correspond, for the most part, to the categories as listed in Tables 16 and 17.

SIMILARITIES	DIFFERENCES	
	BOYS	GIRLS
Being children	Immature physically academically	More mature physically academically
Dressing styles		Greater interest in clothes and appearance
Hopes, fears, anxieties; curious; enthusiastic	More active, restless, violent, defiant, aggressive outspoken, disruptive, physical; more willing to risk	Quieter; not assertive; reserved; more patient, careful, verbal, passive; conform; neater; sneaky; shrill
Same feelings, emotions; similar responses to criticism and praise	Less able to share feelings	Express emotions more easily; sensitive; more moody, emotional; cry
Interest in their futures, in the world around them; concern (or lack of it) for other people	"Who cares" attitude have higher personal aspirations	Greater interest in social issues, social problems
Playful; desire to have fun	Better at sports and understanding games; more competitive in games; war games, mechanical toys, super heroes	Don't take sports seriously; swings, jump ropes
Both can get into trouble	Obvious behavior problems; hyperactive; don't have clean-up skills	Want to help teacher more often; compliant

SIMILARITIES	DIFFERENCES	
	BOYS	GIRLS
Desire to learn; similar academic abilities; want to do well	Obvious learning problems; more analytical; less concern about grades; interest in math and science; less verbal	More conscientious regarding work; care about success in the classroom; better readers; more verbal; more on task
Need to feel loved and accepted	Competitive; more direct in dealing with problems; less considerate	Cooperative; verbally indirect; more interest in social relationships
Need for adult approval, recognition, nurturance, support, encouragement; eager to please	Ask for less attention	More dependent on teachers; secretive and spiteful in confrontation and discipline; tattle; concern with pleasing
Need for social acceptance by peers; importance of friendships	More team oriented; rarely go to girls for help; rely on girls to help with answers; settle problems by fighting	Verbally hurtful; catty; go to boys for help; work better alone; seek support from peers; more loyal
Need a feeling of self-worth, a good self-concept; egocentric; searching for identity		

As previously stated, the percentages of similarities and differences are comparative across categories (with two exceptions--sense of self and play and pastimes). It is striking, however, that the content of the categories was so different. When thought of in terms of gender, the portrayals went from more broad, positive statements of similarities to more narrow, value-laden descriptions of differences. As we work with children we carry with us a set of filters or expectations. All too frequently these are based upon sex-role stereotypes, and we aren't even aware of the possible limitations we may be imposing upon boys and girls. Volumes could be written on this data, which is, of course, not possible at this time. It is hoped that this information will be carefully considered, and thus, increase our awareness. We might ask ourselves what happens to children who don't fit the stereotypes? What about the stereotypes that imply negative connotations, such as boys being violent or girls being passive? When we first meet a group of children, do we view them through our "similarities" or our "differences lens?" To what degree do our dissimilar sets of expectations of boys and girls contribute to the possible differential treatment of children?

Before going on to the next questions, there are several quotes from respondents which offer more food for thought.

> There used to be many differences, but now both girls and boys seem to enjoy playing with blocks, robots, dolls, etc. Not very much differentiation anymore.

Boys gravitate toward block play and super hero play. However, when the teacher works in the block area, or any other area, both girls and boys are drawn in.

Boys haven't been allowed to express their emotions as openly as the girls.

Boys are less able to share feelings even though they have the same feelings.

Boys tend to vent their frustration, if any, on society; girls tend to vent things on themselves.

There are rewards for being macho and penalties for boys who are not.

Boys expect to be right. More girls give in to boys' desires.

When confronting a difficult task, girls are more likely to feel that they are inadequate and thus can't do it, whereas boys see the task as stupid or inadequate as the reason why they aren't successful.

When asked about the necessity for both boys and girls to be prepared to handle household responsibilities and to work outside the home, the majority of respondents perceived it to be important.

TABLE 18

NECESSITY OF PREPARATION FOR WORK
OUTSIDE AND IN THE HOME
GEP QUESTIONNAIRE, MAY 1985

Necessity to be Prepared	AGREED STRONGLY			
	For Boys		For Girls	
	No.	Percent	No.	Percent
To work outside the home	596	85%	578	83%
To handle household responsibilities	521	75%	533	77%

For the above questions (GEP Questionnaire, numbers 7 through 10), there was a statistically significant gender effect. Females consistently viewed preparation for both spheres of work for all children as being more necessary.

Questions 11 through 14 on the GEP Questionnaie were asked to tap respondents' thinking about children's perceptions of their gender and to relate those findings to other research results. There is a great deal in the literature which speaks to the fact that males have higher status in our society, and that this reality can negatively effect the self-concepts of females.[48]

Four questions were asked in which responses were marked on a 5 point scale ranging from agree strongly to disagree strongly. Across all questions there was a considerable percentage (ranging from 19% to 25%) who expressed no opinion. In reporting the results, the "no opinion" category will not be shown.

TABLE 19

RESPONDENTS' THINKING ABOUT
GIRLS' AND BOYS' PERCEPTIONS, GEP QUESTIONNAIRE,
MAY 1985

Respondents' Thinking About Girls' and Boys' Perceptions	Agree strongly		Agree mildly		Disagree mildly		Disagree strongly	
	No.	%	No.	%	No.	%	No.	%
Many boys perceive that being male is inherently better than being female	170	24.5%	267	38.5%	92	13%	5	5%
Many boys perceive that being female is inherently better than being male	7	1%	29	4%	308	45%	198	29%
Many girls perceive that being female is inherently better than being male	43	6%	212	31%	211	31%	62	9%
Many girls perceive that being male is inherently better than being female	45	6.5%	209	30%	197	28%	73	10.5%

One might hypothesize, based upon these results, that both boys and girls perceive males to be the preferable gender. Obviously this is only one study, at one point in time, with a select group of people. The results, however, are congruent with other research findings.[49] This is, indeed, a thought provoking issue. What implications are there for us as educators?

Respondents were also asked if they thought gender expectations or sex role stereotypes interfered with what students are able to learn. Responses were:

	Number	Percent
Usually	16	2%
Sometimes	167	24%
Seldom	274	40%
Never	179	26%
Don't Know	52	8%

In light of the findings presented in this report and in other studies, we might want to reconsider our responses to this question. Certainly there is no clear and easy answer that applies to every child. The issues are complex and interwoven.

However, there seems little doubt that gender expectations do influence what students are able, or, perhaps, choose to learn.

3. IMPACT OF SOCIALIZATION

When asked to describe the most apparent similarities and differences they had experienced in their work with boys as a group and girls as a group, respondents were also asked to indicate the reasons for the similarities and differences. Response categories for both questions (Numbers 2 and 4) are the same. The major ones are as follows:

1. Innate Similarities/Differences
2. Age
3. Similar/Different Development Rates
4. Cultural Influences

Cultural influences were seen as primary when considering both similarities and differences. However, cultural factors were viewed as being more significant relative to differences (64%) than to similarities (45%).

Later in the questionnaire (Number 22), several societal components were rated according to their perceived importance in influencing a child's sex role socialization. As might be expected, family (94%), peers (74%), and media (67%) were seen as having the greatest impact. Teachers were rated as having great (24%) and moderate (56%) significance. School counselors were viewed primarily as exerting moderate (34%) to little (43%) influence. Likewise, school administrators were rated moderate (29%) and little (53%).

Respondents were requested to indicate their perceived influence upon impacting sex roles that children bring from home (Question 6). They were asked to agree or to disagree with the following statement:

> There is little I can do to impact attitudes regarding sex roles that children bring from home.

	Number	Percent
Agree strongly	26	4%
Agree mildly	136	20%
No opinion	38	5%
Disagree mildly	301	43%
Disagree strongly	194	28%

The majority, then, of BVSD personnel who answered this question believe that they are able to influence a child's attitudes regarding sex roles. The schools, like the family and the media, are an agent of socialization. As such, we do have some influence over children.

In regard to sex roles, some people will always question the school's right to "interfere" in this area of a child's development. To not have an impact is impossible. The question becomes: What type and how much influence do we have? Several areas where we do have an effect were touched upon in the GEP questionnaire--discipline, student grouping, and language.

Participants were asked if there are situations when you have found it appropriate to discipline boys and girls differently. Sixteen percent (112 individuals) responded "yes," 74% (502 people) "no," and 10% (69) "not applicable." Of those who said "yes," the most frequently mentioned reason was a need for differential punishment. The following were comments frequently made regarding girls and boys.

Boys	Girls
- need stronger measures	- respond to verbal reprimands
- have more delicate egos, so I try harder not to embarrass them in front of peers	- easier to correct - more cooperative - often respond to verbal interactions and putting limits on social behavior
- respond to having privileges taken from them	- do not discipline as many girls because they do not disturb class as much
- tend to accept consequences	
- disruptive more often	

While some of these statements may be true for some children, they reflect common stereotypes about boys' and girls' behavior. We do know from the K-6 classroom observations that in teacher initiated interactions, boys were reprimanded more than girls. We also know that boys were suspended more frequently and that boys represented a higher percentage of special education (E/BD) referrals. These issues could be endlessly discussed. The question for us as educators is: To what degree do adult expectations and differential discipline of boys and girls perpetuate commonly held stereotypes?

Grouping students by gender is closely related to the discipline issue. When asked if there are times when you have found it convenient/necessary to group students by gender (Question 16), 36% (242 respondents) indicated "yes," 59% (402) "no," and 5% (34) "not applicable." Grouping by gender was also noted (84 examples) in the classroom environment observations.

Why do educators separate children by gender? The 82 reasons presented in the GEP questionnaire were categorized as follows:

1. Academics: Human Growth Unit; skills in P.E.; use gender as a convenient way to have part of the group respond; boys work better with all boys (30% of comments)

2. Activities: dancing; contact sports; intramural soccer; counselling groups; play activities (11%)

3. Discipline: when it's apparent that it's either a "girl problem" or a "boy problem" (1%)

4. Student Organization: attendance lists; seating charts; lunch lines; it's convenient (20%)

5. Separate Facilities: restrooms, sleeping arrangements; locker rooms (28%)

7. Miscellaneous (4%)

Some respondent comments were as follows:

Sex ed (by principal's wishes)

The school I teach at now separates boys and girls for the Human Growth and Sexuality unit. In my former school the classes were mixed. I prefer this unit with boys and girls together.

Certain games for convenience

Sex competition games such as Password.

I line my children up in a girls' line and a boys' line. This seems to be the easiest way to line them up.

I have found that in my small reading groups it works to have girls with girls and boys with boys because of the interests they share. However, this may be due to more of my own biases.

Girls and boys in 7th grade deplore working with members of the opposite sex.

The implications and impact upon girls and boys of separation by gender is succinctly summarized in the Gender Expectations and Student Achievement handbook.

> Children throughout elementary school voluntarily group themselves by gender. This preference for playing and working with children of the same sex is a powerful tool for (and a result of) sex socialization. Classroom management and instructional groupings based on gender reinforce this separation of the sexes so that both in the classroom and at play boys and girls are segregated.[50]
>
> Classroom organization leading to male and female groups, lines, or teams occurs with scant awaraeness of the messages received and perpetuated by students. For example, teachers are seldom aware that they are
>
> - reinforcing the idea of "opposite"--males against females, the battle of the sexes;
> - eliminating opportunities for students to learn about the skills and interests of many other students in the class;
> - contributing to barriers that prevent males and females from learning to work and play together;
> - establishing behavior patterns that perpetuate stereotyping both in and out of schools; and
> - reinforcing and modeling gender segregation that exists in the occupational sector and through the broader society.

> The situation is correctable. The classroom teacher possesses the ability and opportunity to do so. But no one can make changes if unaware of what needs to be changed and why doing so is important.[51]

Classroom teachers are not the only ones who can make changes. All educators whether specialists, support staff, or administrators have opportunities to encourage gender integrated activities. Certainly there may be situations when it is appropriate to work or talk with a group of boys or a group of girls. The point is to be keenly aware of the issues involved and of the implications of our behavior as adult role models.

Language usage is another powerful area where educators have the opportunity to expand or to limit children's perceptions of themselves. This is particularly so with girls. Since the English language has used "man" as the generic term to refer to all people, the effects upon girls have been different. In Question 17, respondents were asked to agree or to disagree with the following statement.

> Use of "generic" words such as "he," "mankind," "man and his nation" have a negative effect upon the self-concept of females.

Yes	26.6% (181 persons)
No	48.6 % (331 persons)
Don't Know	24.8% (169 persons)

In The Communications Gender Gap there is an excellent review of the research relative to this issue.

> Terms such as "mankind," "man" and "he" are supposed to be generic and are presumed to include both men and women. Research shows that this isn't really the case. People are more literal in their thinking. Studies with elementary, secondary, and college students show that when the supposed generic term, "man" is used people envision males, even when the content implies both men and women. In another study students illustrated supposedly generic references (e.g., urban man) with male pictures more than they did when the references were neutral (e.g., urban life). Other researchers found that when male generic nouns and pronouns were used to describe the job of psychologist, female students described the job as less attractive to them than when sex neutral terms were used. Women who were exposed to the feminine generic (she to include everybody) reported feelings of pride, importance and power.[52]

It seems therefore, that females may be negatively effected when they are "left out" by our choice of so-called generic words. One might experiment for a day and use only generic female-specific terms, such as "she," "womankind and her nation," "saleswoman" to apply to all people. The reactions might be informative.

There are numerous alternatives for gender-specific terms when the context is gender inclusive. The following suggestions were taken from The Handbook of Nonsexist Writing.[53]

Instead of:	Use, for example:
man	person
ancient man	ancestors
mankind	humankind
manhole cover	utility-hole cover
spokesman	spokesperson, representative
craftsmen	craftspeople, artisans
office boy, girl	office helper
newsman	reporter, newscaster

These are only a few of the possibilities that we can begin to incorporate into our daily language.

The choice of examples of important historical figures and people who have or are making significant societal contributions is related to the language issue. It is necessary that the work of both males and females be presented. For most educators this will mean effort and commitment to change, because history has, for the most part, focused upon the lives of men. To learn together with one's students could be an exciting challenge and adventure.

4. USEFULNESS OF STUDY

Respondents were asked to react to the following statement (Question 25):

I would expect the findings of the BVSD Gender Equity Profile study to be:

	Number	Percent
Very Useful	84	13%
Moderately Useful	306	45%
Of Little Use	197	29%
Of No Use	87	13%

In responding to this question, there was statistically significant effect based upon current position. On a four point scale, with "very useful" being 1.0 and "of no use" being 4.0 the differences were as follows.

Administrators	(2.0)
Support Staff	(2.0)
Special Education Teachers	(2.2)
Other	(2.3)
Classroom Teachers	(2.5)

In other words, administrators and support staff saw the GEP as being the most useful, and classroom teachers the least.

There was a space available for those who wished to comment on the usefulness of the study. The following quotations reflect the total of 80 comments.

> I don't perceive gender equity to be a big issue. Some of us females just don't care if we are given all the opportunities given to males because we're happy with our female "roles."

A waste of time and money. We are all aware of gender equity and there is no need to increase our awareness. We live in a well-informed community and one in which women speak out for equality.

Money should be spent on class sizes, more teacher aides, textbooks and materials for the classroom - more actual teaching time for children - and less paper work like this form.

Others may be more aware of the problems than I am - If so, I would hope steps would be taken to rectify the problems.

I don't feel people in general are going to be totally objective on this survey. What of the subtle, unconscious attitudes and practices - socialization!

I expect the findings to show that BVPS are not as advanced in this area as we think we are. I hope this will shake some people up and some action is taken.

Implementing changes will prove to be difficult as many of the people whose support you'll need will be the most threatened by it.

People are reluctant to change.

People change over time and best when they are modeled for, not told how to behave.

Often we don't even get the results of district studies or methods for implementation.

This could be very useful if results are shared and very specific actions are taken using the data collected - inservices, workshops, information on topics passed out.

This will only be useful if the information is disseminated throughout all buildings and administrators make gender equity an important issue in their buildings.

It will come down to the individual teacher and unless you reach all teachers a study does little good.

I get discouraged when I see boys and girls becoming hostile towards each other as early as 1st grade. Teachers need to get them working together.

Not enough funds are put into the program to make a difference.

I hope the findings will serve as a basis of a well planned program for the BVPS.

In addition to general comments on usefulness, respondents were asked two questions. In your current position, what kinds of things do you see that specifically need to be done to further promote gender equity? (Question 23) What do you think the major barriers are, if any, to promoting gender equity in the Boulder Valley Public Schools? (Question 24) Since the response categories were so similar, the content will be jointly discussed and presented, whenever possible, as suggestions for action or change.

The greatest identified need (25% of 360 comments) was in the area of education of school personnel. Specifics mentioned were (1) increase awareness of the importance of gender equity, (2) teach staff how to create non-sexist schools, (3) inservice all teachers and administrators, (4) raise awareness of the significance of gender equitable language, (5) hire teachers who are committed to gender equity, (6) re-train "jock" P.E. teachers, and (7) all administrators at all levels need to take the lead.

In terms of barriers, male administrators were specifically mentioned (5% of 171 comments). One of the examples given by two respondents referred to a male principal's behavior when distributing the GEP questionnaires. He reportedly told the faculty that he didn't understand the questions, that they were sexist, and that no one should waste their time on them. The quotations from the respondents were powerful, but are not being shared so that the people involved are in no way jeopardized.

There is no way of knowing what happened in other buildings. One can hope, however, that the issue was handled in a more positive manner. We do believe that it was. The situation described above should not have occurred. The principal certainly had the right to express on his completed survey his opinions regarding the questionnaire and its contents. This situation is an example of the potential positive or negative influence an administrator exerts over her/his faculty, regardless of the particular issue.

Fifteen percent (of 360) of the comments reflected the importance of role modeling gender equitable behaviors. This was described as being fair, consistent, and showing a sincere appreciation of who each person is, regardless of gender. In addition, it was suggested that BVSD personnel consciously encourage and expose students to a variety of gender equitable experiences and opportunities. This was noted as particularly necessary in those areas traditionally assigned to females or to males.

Fourteen percent (of 360) of the statements indicated no problems or barriers. Some persons were very specific in their views.

> Title IX has hurt education more than helped it. Some classes should only be offered to one sex and not the other.
>
> I think we have it. Leave good enough alone.
>
> Title IX is ridiculous and has severely damaged some previous fun activities for children - ex. boys competing against girls in track and field day.
>
> There are no barriers or obstacles and gender equity does not need or deserve to be promoted.

Staffing patterns were identified as requiring changes in 12% (of 360) of the comments. Specifically, there is a need to (1) equalize the numbers of male and female teachers at the elementary level, (2) balance the proportion of female and male principals, (3) equalize the numbers of males and females in central district leadership, and (4) balance the number of females and males teaching in traditionally gender stereotypic subject areas. Clearly these type of changes cannot be accomplished overnight. They will require an assertive affirmative action plan for both men and women.

The review and selection of gender equitable teaching materials was mentioned (6% of 360 comments) as a need, and the lack thereof, as a barrier. This issue was previously discussed in Part V, B of this report.

The need to promote athletic opportunities for girls, and to equalize the resources and support for girls' and boys' sports, was noted in 3% (of 360) of the comments. Several persons specifically noted that boys currently receive more of each.

Four other areas were mentioned as needs. Student groupings by gender need to be eliminated. The numbers of males and females assigned to a given class should be as close to even whenever possible. Adequate financial resources should be allocated to the gender equity effort. The fourth and final category reflected 16% (of 360) of the comments. This related to cultural and community influences and was seen as more of a need than a barrier. The following specifics were noted as needs:

1. Board support
2. Counteract the negative impact of the media
3. Provide workshops for parents
4. Raise teacher pay since teaching is still seen as "women's work"
5. Equalize pay for extracurricular activities.

D. SUMMARY COMMENTS

The results of the GEP Questionnaire clearly reflect a range of responses in all areas. Even though there were a considerable number of people who seemingly do not support the gender equity effort, there were more who apparently do. Many individuals were keenly aware and articulate about the issues. The need to educate personnel and to raise our individual and collective awareness seemed to permeate all issues. Also, interventions were suggested on both a collegial level and in our relationships with children.

In Question 26, respondents were asked to indicate topics of which they had an interest in receiving information and/or in participating in a workshop. Responses were as follows:

Receiving Information About		Participating In a Workshop About		
A	282	A	37	Non-traditional careers for boys and girls
B	204	B	27	Non-traditional options for females and males in Vo-Tech training
C	223	C	99	Gender equitable teaching/learning materials
D	193	D	96	Role modeling in gender equitable teaching
E	238	E	102	Creating a non-sexist classroom environment

Receiving Information About		Participating In a Workshop About		
F	238	F	96	Preventing sexual harassment and assault
G	211	G	62	Promoting math, science, and computer participation among all students
H	245	H	27	Contributions of women and men in science
I	245	I	25	Contributions of men and women in math
J	231	J	23	Contributions of women and men in sports
K	244	K	32	Contributions of men and women in the arts
L	174	L	43	Sex bias in physical education and athletics
M	242	M	81	Effects of sex-biased language upon children
N	185	N	40	Assessment of sex bias in textbooks
O	183	O	49	Methods to counter written bias in textbooks
P	255	P	126	Psychology of sex similarities/differences
Q	22	Q	10	Other (specify)

Clearly this indicates a concern for sex equity issues. As one respondent so aptly stated, "We are the role models. Unless we are vigilant we pass on the stereotypes to the next generation."

IX. CONCLUDING COMMENTS AND RECOMMENDATIONS

The BVSD should be commended for its commitment to gender equity. It takes a great deal of courage to open oneself up for observation and analysis, especially in an area that can be controversial.

As a public educational system we have the mission and the responsibility to maximize the learning potential of all students. In the past, and to some extent in the present, this has not been the case, particularly with ethnic minority children and females. For a discussion of the connections between racism and sexism refer to the following resources: Institutional Racism in America (1969) by Knowles and Prewitt, Sexism in School and Society (1973) by Frazier and Sadker, and the Council on Interracial Books for Childen (1980) Fact Sheet on Institutional Racism and Sexism. Generally, minority students and girls have been ignored; educators have held lower expectations for their academic performance; and they have been the subjects of harmful stereotypes. As we have seen in this report, boys have also been stereotyped in several ways (for example, disciplinary actions, expectations in reading, etc.) For a variety of reasons, one of which is sex-role stereotyping, children can become underachievers and possibly, school drop-outs. In an era when public education is under extreme public scrutiny, it is necessary

that we continue to examine all aspects of disparity. The promotion of equity in all areas, whether it is gender, ethnicity or related to the gifted, is basic to promoting and maintaining excellence in education. Gender equity is basic to all other equity concerns because it effects all children. If we can further our efforts toward achieving gender equity in staffing patterns, in educational and athletic programs, and in our interactions with students, we will have taken an important step toward enriching the learning experiences of all children.

Several recommendations for action become evident based upon the BVSD Gender Equity Profile. They need careful consideration and implementation. They are as follows:

1. the dissemination of the GEP findings to all certificated BVSD personnel;

2. the procurement and dissemination of gender equitable teaching materials;

3. the consideration of a pilot group of volunteer teachers to take the GESA (Gender Expectations and Student Achievement) training;

4. the infusion and promotion of gender equity as an on-going operating principle in all district programs effecting both staff and students;

5. the assignment of at least one representative from each building to serve as a member of a district-wide equity network to supplement the leadership provided by the existing Title IX Advisory Council;

6. the on-going gender equity education of all BVSD employees;

7. the maintenance and strengthening of ties with community groups committed to promoting gender equity; and

8. the allocation of adequate person power and financial resources to achieve the above recommendations.

REFERENCES

I. INTRODUCTION AND BACKGROUND

[1]PEER Summary of the Regulation for Title IX Education Amendments of 1972, Project on Equal Education Rights, 1112 - 13th St., NW, Washington, D.C. 20005.

II. OBJECTIVES AND COMPONENTS OF THE BVSD GENDER EQUITY PROFILE

[2]Dolores A. Grayson and Mary Dahlberg Martin, Gender Expectations and Student Achievement (GESA) Participant Manual (Downey, California: Los Angeles County Office of Education, 1985), pp. A3 and A4.

[3]Myra Pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools (New York: Longman, Inc., 1982), pp. 1-4.

[4]Ibid.

III. BASELINE DATA

[5]Boulder Educational Equity Project, A Progress Report on Educational Equity in the Boulder Valley Schools, January, 1982, p. 9.

[6]Boulder Valley School District 1984-85 Instructional Leadership Team Roster, November 12, 1984.

[7]Boulder Valley Public Schools 1984-85 Directory. Figures represent persons, not FTE's.

[8]Ibid.

[9]Michael Marland, "Staffing for Sexism: educational leadership and role models," Sex Differentiation and Schooling, ed. Michael Marland (London: Heinemann Educational Books, 1983), p. 58.

[10]Boulder Valley School District, Mathematics Curriculum Guide, 1978, p. 128.

[11]Lisa A. Serbin, "The Hidden Curriculum: academic consequences of teacher expectations," Marland, Sex Differentiation, p. 24.

[12]Ibid.

[13]Grayson and Martin, GESA, pp. A1 - A4.

[14]Serbin, Sex Differentiation, p. 25.

[15]Ibid., pp. 24-27.

[16]Sadker and Sadker, Sex Equity Handbook, p. 21.

[17]BVSD personnel who participated in the GESA training were Pie Frey-Morris, Marcie Lazzari and Eleanor Patten.

[18]T. L. Good, J. N. Sikes, and J. E. Brophy, "Effects of Teacher Sex on Classroom Interaction," Journal of Educational Psychology 65 (1), 1973, quoted in Grayson and Martin, GESA, p. B2. See also Myra and David Sadker, "Sexism in the Schoolroom of the '80's," Psychology Today, March 1985, pp. 54-57.

[19]Sadker and Sadker, Sex Equity Handbook, p. 105.

[20]Jere E. Brophy and Thomas L. Good, Teacher-Student Relationships: Causes and Consequences (New York: Holt, Rinehart and Winston, Inc., 1974).

[21]This category was developed from the following sources. Grayson and Martin, GESA, pp. B5 - B7. Myra Sadker, Joyce Bauchner, David Sadker and Leslie Hergert, Observer's Manual for Intersect (Interactions for Sex Equity in Classroom Teaching) unpublished work disseminated for field testing and evaluation, pp. 11-12. Contact Network, Inc. 290 So. Main Street, Andover, Mass. 01810.

[22]This category was developed from the following source. Sadker, Bauchner, Sadker and Hergert, Intersect, pp. 12-13.

[23]This category was developed from the following source. Grayson and Martin, GESA, pp. B8-B9.

[24]This category was developed from the following sources. Sadker, Bauchner, Sadker and Hergert, Intersect, p. 16. Thomas L. Good and Jere E. Brophy, Looking in Classrooms, 2d ed. (New York: Harper & Row, 1978), p. 54.

[25]This category was developed from the following source. Good and Brophy, Looking in Classrooms, p. 54.

[26]Ibid.

[27]This category was developed from the following sources. Sadker and Sadker, Sex Equity Handbook, p. 123. Sadker, Bauchner, Sadler and Hergert, Intersect, p. 14.

[28]This category was developed from the following sources. Sadker and Sadker, Sex Equity Handbook, p. 123. Sadker, Bauchner, Sadker and Hergert, Intersect, pp. 21-22.

[29]This category was developed from the following source. Sadker, Bauchner, Sadker and Hergert, Intersect, p. 24.

[30]This category was developed from the following sources. Sadker and Sadker, Sex Equity Handbook, p. 124. Sadker, Bauchner, Sadker and Hergert, Intersect, p. 24.

[31]This category was developed from the following sources. Sadker and Sadker, Sex Equity Handbook, p. 124. Grayson and Martin, GESA, pp. E8 - E9 and F7 - F9.

[32]This category was developed from the following sources. Sadker and Sadker, Sex Equity Handbook, pp. 124-125. Sadker, Bauchner, Sadker and Hergert, Intersect, pp. 25-26.

[33]This category was developed from the following source. Sadker, Bauchner, Sadker and Hergert, Intersect, pp. 17-18.

[34]Ibid, pp. 19-20.

[35]Ibid, pp. 21-22. Grayson and Martin, GESA, pp. D8 - D11.

[36]This category was developed from the following sources. Sadker, Bauchner, Sadker and Hergert, Intersect, pp. 15 and 17. Sadker and Sadker, Sex Equity Handbook, p. 123.

[37]This category was developed from the following source. Sadker, Bauchner, Sadker and Hergert, Intersect. pp. 19 and 22.

[38]This category was developed from the following source. Grayson and Martin, GESA, pp. D6 - D7.

[39]Sadker and Sadker, Sex Equity Handbook, p. 101.

[40]Serbin, Sex Differentiation, pp. 29-30.

V. K-6 CLASSROOM ENVIRONMENT OBSERVATIONS

[41]Sadker and Sadker, Sex Equity Handbook. Grayson and Martin, GESA. Institute for Equality in Education, 1981-82 Sex Equity Training Manual, University of Colorado at Denver.

[42]P. B. Campbell, "Girls, Boys and Educational Excellence," a paper presented at the annual meeting of the American Educational Research Association, New Orleans, April, 1984, quoted in Grayson and Martin, GESA, p. B13.

[43]Casey Miller and Kate Swift, The Handbook of Nonsexist Writing (New York: Barnes & Noble Books, 1980), p. 3.

VIII. GEP QUESTIONNAIRE

[44]Martha H. Fair, Nancy Kain Cook, Jeanette Ray Goins, and Linda S. Doyle, Teacher's Role: Identifying and Overcoming Sex Bias (Denver, CO: Colorado Department of Education, 1980). Marlaine E. Lockheed, Karen J. Finkelstein and Abigail M. Harris, Curriculum and Research for Equity (Princeton, NJ: Educational Testing Service, 1979). A. Baumgartner-Papageorgiou, "My Daddy Might Have Loved Me:" Students Perceptions of Differences Between Being Male and Being Female (Denver, CO: Institute for Equality in Education, 1982). Institute for Equality in Education, 1981-82 Sex Equity Training Manual, University of Colorado at Denver. Shirley McCune, an expert in the field, was also contacted.

[45]Barbara Westbrook Eakins and R. Gene Eakins, Sex Differences in Human Communication (Boston: Houghton Mifflin Company, 1978) p. 1.

[46]Ibid, p. 5.

[47]Carol Nagy Jacklin, "Boys and Girls Entering School," quoted in Marland, Sex Differentiation, p. 17.

[48]Sadker and Sadker, Sex Equity Handbook, pp. 24 and 27-28.

[49]Baumgartner-Papageorgiou, "My Daddy Might Have Loved Me."

[50]Grayson and Martin, p. C6.

[51]Ibid, p. C7.

[52]Myra Sadker, David Sadker and Joyce Kaser, The Communications Gender Gap (Washington, D.C.: The Mid-Atlantic Center for Sex Equity, The American University, n.d.), p. 7.

[53]Miller and Swift.

BIBLIOGRAPHY

Baumgartner-Papageorgiou, K. "My Daddy Might Have Loved Me" Students Perceptions of Differences Between Being Male and Being Female. Denver, CO: Institute for Equality in Education, 1982.

Boulder Educational Equity Project. A Progress Report on Educational Equity. January, 1982.

Brophy, Jere E. and Good, Thomas L. Teacher-Student Relationships: Causes and Consequences. New York: Holt, Rinehart and Winston, Inc., 1974.

Council on Interracial Books for Children. Fact Sheet on Institutional Racism and Sexism. New York, 1980.

Eakins, Barbara Westbrook and Eakins, R. Gene. Sex Differences in Human Communication. Boston: Houghton Mifflin Company, 1978.

Fair, Martha H.; Cook, N. K.; Gains, J. R.; and Doyle, Linda S. Teacher's Role: Identifying and Overcoming Sex Bias. Denver, CO: Colorado Department of Education, 1982.

Frazier, N. and Sadker, M. Sexism in School and Society. New York: Harper & Row, 1973.

Good, Thomas L. and Brophy, Jere E. Looking in Classrooms. 2nd ed. New York: Harper & Row, 1978.

Grayson, Dolores A. and Martin, Mary Dahlberg. Gender Expectations and Student Achievement (GESA) Participant Manual. Downey, California: Los Angeles County Office of Education, 1980.

Institute for Equality in Education. 1981-82 Sex Equity Training Manual. Denver: University of Colorado.

Knowles, Louis and Prewitt, Kenneth. Institutional Racism in America. Englewood Cliffs, N.J.: Prenticae-Hall, 1969.

Lockheed, Marlaine; Finkelstein, Karen J.; and Harris, Abigail M. Curriculum and Research for Equity. Princeton, NJ: Educational Testing Service, 1979.

Marland, Michael, ed. Sex Differentiation and Schooling. London: Heinemann Educational Books, 1983.

Miller, Casey and Swift, Kate. The Handbook of Nonsexist Writing. New York: Barnes & Noble Books, 1980.

PEER Summary of the Regulation for Title IX Education Amendments of 1972. Project on Equal Education Rights, 1112 - 16th Street, NW, Washington, D.C. 20036.

Sadker, Myra; Sadker, D.; and Klein, S. "Observer's Manual for Interaction Analysis for Sex Equity in Classroom Teaching." Andover, Mass: Network, Inc., n.d.

Sadker, Myra; Sadker, David; and Kaser, Joyce. The Communications Gender Gap. Washington, D.C.: The Mid-Atlantic Center for Sex Equity, The American University, n.d.

Sadker, Myra Pollack and Sadker, David Miller. Sex Equity Handbook for Schools. New York: Longman, Inc., 1982.

Sadker, Myra and David. "Sexism in the Schoolroom of the '80s." Psychology Today, March 1985.

GENDER EQUITY PROFILE APPENDICES

A Junior, Middle, and Senior High Courses Showing a Significant Difference in Enrollment Between Boys and Girls, 1993-94.

B Special Education Students, 1993-94.

C Examples of Reasons for School Suspensions by Category.

D Training Sessions Agenda.

E Profile of Gender Equity in Teacher ⇔ Student Interactions, Instructions

F Profile of Gender Equity in Teacher ⇔ Student Interactions, Category Definitions/Specific Instructions

G Observation Coding Form

H Activity and Mode Codes

I Profile of Gender Equity in Classroom Environment, Instructions

J Profile of Gender Equity in School Environment

K GEP Teacher Information Form

L GEP Questionnaire

APPENDIX A

JUNIOR, MIDDLE, AND SENIOR HIGH COURSES
SHOWING A SIGNIFICANT DIFFERENCE IN
ENROLLMENT BETWEEN BOYS AND GIRLS, 1983-84

BOYS	GIRLS
ART	
Ex 3D Design (A29)	Graphic Dsgn (A24)
BUSINESS	
	Recordkeeping (B50)
	Typing 2 (B12)
	Accounting (B53)
	Typing 3 Wd Prc (B13)
COMMUNICATIONS	
Stagecraft (L38)	Dram Arts 1 (K94)
Filmmaking (L46)	Acting (L36)
Intro Stage (K97)	Intro Theatre (L35)
Mass Media (L42)	
FOREIGN LANGUAGE	
Russian 1 (F61)	French 1A (F1A)
German 1A (F3A)	Spanish 301 (F74)
German 1 (F31)	S 3 Gramm Comp (F76)
German 1B (F3B)	German 3 (F33)
German 2 (F32)	French 1B (F1B)
	French 1 (F11)
	French 310 (F15)
	S 3 Lit & Cult (F77)
	French 2 (F12)
	F3 Lit Cul (F17)
	French 5 (F25)
	F 3 Gramm Comp (F16)
HEALTH	
Health/Hum Sx (G44)	
Health (G34)	
HOME ECONOMICS	
Outdoor Liv (H13)	Home Ec 1 (H11)
	Home Ec 2 (H12)
	Creative Foods (H19)
	Food Fab (H14)
	Wage Earn He (H81)
	Expl Hero (H16)
	Clothing (H30)

BOYS	GIRLS

INDUSTRIAL ARTS

14 out of 20 courses

LANGUAGE ARTS

BOYS	GIRLS
Sports Lit (L62)	Creat Writing (L19)
Basic English (L11)	HS Prep Engl (K66)
Lang Develop (L05)	AP English (L88)
Science Fic (L64)	Intro Jour (K67)
	Classic Lit (K61)
	Yearbook LA (L28)
	Yearbook LA (K71)

MATHEMATICS

Comp Prog Pas (M84)
Prog - Fortran (M82)
Hi Sc Arith (M27)
Arith 2 (M20)
Prog - Basic (M81)
Analytic Geom (M63)
Elem Func (M62)
Math Topics (M58)
Geom Honor (M45)

MUSIC

BOYS	GIRLS
Stage Band (N27)	Band 1 (N21)
Stage Band 1 (N76)	Band 3 (N73)
Stage Band 2 (N77)	Orchestra (N24)
	Concert Choir (N60)
	Select Choir (N16)
	Mixed Chorus (N58)
	Mixed Choir (N15)
	Orchestra 1 (N81)
	Chorus 1 (N11)

PHYSICAL EDUCATION

BOYS	GIRLS
14 out of 39 classes	Tennis 1 (P52)
	Fitness (P23)

READING

Dev Reding (K81)
Reading Lab (L50)
Ind Basic Rdg (K80)

BOYS	GIRLS
SCIENCE	
Adv Chemistry (S51)	Anatomy Phys (S33)
Astronomy (S42)	
Physics - PSSC (S62)	
Sci Topics (S45)	
Geology (S60)	
SOCIAL STUDIES	
Am Frontier (T28)	Psych (T80)
Economics (T74)	Human Relatns (T83)
Wld Hist 2 (T42)	Sociology (T84)

APPENDIX B

SPECIAL EDUCATION STUDENTS
TITLE IX GENDER EQUITY PROFILE 1983-84

ELEMENTARY

HANDICAP	BOYS		GIRLS		
	Number	Percent	Number	Percent	Total Number
SLIC	16	41%	23	59%	39
TMR	22	59%	15	41%	37
PHYSICAL	5	42%	7	58%	12
MULTI	21	62%	13	38%	34
SP/LANG	18	51%	17	49%	35
HOH	7	58%	5	42%	12
VISION	4	44%	5	56%	9
PCD	300	71%	125	29%	425
EBD	161	79%	43	21%	204
Total Number	554	69%	253	31%	807

MIDDLE LEVEL

HANDICAP	BOYS		GIRLS		
	Number	Percent	Number	Percent	Total Number
SLIC	11	73%	4	27%	15
TMR	0	0%	0	0%	0
PHYSICAL	2	100%	0	0%	2
MULTI	0	0%	0	0%	0
SP/LANG	0	0%	2	100%	2
HOH	4	80%	1	20%	5
VISION	4	100%	0	0%	4
PCD	168	67%	83	33%	251
EBD	142	76%	46	24%	188
Total Number	331	71%	136	29%	467

HIGH SCHOOLS

HANDICAP	BOYS		GIRLS		
	Number	Percent	Number	Percent	Total Number
SLIC	9	47%	10	53%	19
TMR	1	100%	0	0%	1
PHYSICAL	0	0%	2	100%	2
MULTI	4	100%	0	0%	4
SP/LANG	1	100%	0	0%	1
HOH	4	80%	1	20%	5
VISION	2	100%	0	0%	2
PCD	150	79%	39	21%	189
EBD	113	78%	31	22%	144
Total Number	284	77%	83	23%	367

APPENDIX B

SPECIAL EDUCATION STUDENTS
TITLE IX GENDER EQUITY PROFILE 1983-84

NEDERLAND JR/SR HIGH

HANDICAP	BOYS		GIRLS		
	Number	Percent	Number	Percent	Total Number
SLIC	0	0%	1	100%	1
TMR	0	--	0	--	--
PHYSICAL	0	--	0	--	--
MULTI	1	100%	0	0%	1
SP/LANG	0	--	0	--	--
HOH	0	--	0	--	--
VISION	0	--	0	--	--
PCD	11	85%	2	15%	13
EBD	5	83%	1	17%	6
Total Number	17	81%	4	19%	21

ODYSSEY SCHOOL STUDENTS WHO ARE OUT-OF-DISTRICT STUDENTS

HANDICAP	BOYS		GIRLS		
	Number	Percent	Number	Percent	Total Number
SLIC	0	--	0	--	--
TMR	0	--	0	--	--
PHYSICAL	0	--	0	--	--
MULTI	0	--	0	--	--
SP/LANG	0	--	0	--	--
HOH	0	--	0	--	--
VISION	0	--	0	--	--
PCD	0	--	0	--	--
EBD	13	13	2	2	15
Total Number	13	87%	2	13%	15

Source: Lydia Swize and Kathleen Krenzel
12-21-84

Total Number of Students in Special Ed = 1677
Males = 1199 (71%) Females = 478 (29%)

Total Number of Students in PCD = 878
Males = 629 (72%) Females = 249 (28%)

Total Number of Students in EBD = 557
Males = 434 (78%) Females = 123 (22%)

APPENDIX C

EXAMPLES OF REASONS FOR SCHOOL SUSPENSIONS BY CATEGORY

1. DETRIMENTAL BEHAVIORS	2. WILLFUL DISOBEDIENCE (Open and Persistant Defiance of Proper Authority)	3. WILLFUL DESTRUCTION
a. fighting	a. verbal abuse of teacher	a. carving profanities in furniture
b. bullying	b. profanity/obscene language	b. smearing bathroom walls with lipstick
c. threatening (verba lly and with knives) students and teachers	c. defiant to teachers	c. lighting a fire in restroom
d. disrupting class	d. resisting detention	d. vandalism
e. name calling of staff	e. truancy	
f. academic dishonesty	f. threatening staff	
g. vandalism/theft	g. provoking fights	
h. mooning	h. <u>continued</u> willful disobedience	
i. possession of alcohol	1) fighting 2) disrupting class	
j. possession of marijuana	3) smoking cigarettes 4) smoking pot	
k. possession of drug paraphernalia	5) chewing tobacco 6) cheating	
l. use of illigal drugs		
m. smoking cigarettes		
n. pranks: snowballs phone calling water balloons riding bikes		

Prepared by Coral Bowman, BEEP member.

APPENDIX D

BOULDER VALLEY PUBLIC SCHOOLS
TITLE IX GENDER EQUITY PROFILE
TRAINING SESSIONS
AGENDA

Monday, January 28, 1985

8:00	Introduction to Project
8:15	Introductions of Observers
8:30	Goals and Focus of Training Sessions

1. What is gender equity? Why is it important?
2. How to be a skilled observer in two days!
3. What is each person's responsibility?

8:50	Category Definitions and Use of Observation Tool
9:50	BREAK
10:05	Continue with Category Definitions
10:45	Practice Session - Code Video Tape
11:45	LUNCH
12:45	Discuss Tape and Coding
1:45	Classroom and Building Environment forms
2:05	BREAK
2:20	Practice Session - Code Video Tape
2:45	Discuss Tape and Coding
3:15	Instructions for Tuesday Morning PLEASE REMEMBER all necessary forms
3:45	Adjournment

Tuesday, January 29, 1985

8:20	Report to Assigned Buildings - Prepare for Practice Observations Columbine (Laura) Mapleton (Marcie)
8:30	Report to Assigned Classrooms
8:45	Begin Practice Observations
9:30	End of Practice Coding Session Return to Ed Center - Conference Room 2
10:15	Discussion of Observation Sessions
11:30	LUNCH (on your own)
12:45	Further Questions, Concerns, Suggestions etc.
1:15	Practice Session - Code Video Tape
2:00	BREAK
2:15	Reliability Test (first 10 observers)
2:45	Reliability Test (second 10 observers) First Group Meets with Marcie
3:15	Second Group Meets with Marcie
3:30	Adjournment

APPENDIX E

PROFILE OF GENDER EQUITY IN TEACHER ↔ STUDENT INTERACTIONS

INSTRUCTIONS

As we enter each classroom, it is important that we act as non-threatening and respectful as possible. As many of us know, it is difficult to have a person observe, especially when we are not certain about what is being watched and coded. More than likely, teachers will be curious about what we are doing. Unfortunately, we cannot tell them anything specific until the entire project is complete. However, please let them know that results will be made available to everyone. They will be reported in an aggregate form and will not reflect any individual teacher.

It is also important for us to keep in mind that the observations we make are to be kept CONFIDENTIAL. Discussing with colleagues any specifics about individual teachers or schools is a violation of confidentiality, and could potentially harm our efforts toward promoting gender equity.

OBSERVATION SCHEDULES

Each person will be assigned ten class groups, each to be observed for a total of 45 minutes. At this time, please refer to your individual schedule. You will note the following: day of the week, time of day, school, grade (Gr), and teacher.

1. Day of the week: the day when you must observe the classes listed for that particular day.

2. Time of day: the period (morning, mid-morning, afternoon, mid-afternoon) when you must observe the class assigned to that particular time slot.

3. School: the building(s) where you are assigned.

4. Grade: the grade level of the class you will be observing.

5. Teacher: the number refers to the teachers as they are listed by grade level in the 1984-85 Directory. For example, if your schedule reads as follows:

M	Emerald	K	1

, you will observe the kindergarten class at Emerald of the first teacher listed alphabetically in the Directory.

Let's look at an example from a middle school.

W	Broom. Hts.	6	7

In this case you will need a list in alphabetical order of all 6th grade teachers. Look at the first period of the day. Which group of sixth grade students have the teacher who is listed seventh in alphabetical order? It is this group of students that you will observe wherever they are during the time you are scheduled to observe them. In this example, it will be mid-morning.

In other words, we are following class groups of children, whether or not they are with their primary teacher. For example, the kindergarten class we just discussed will be observed first thing in the morning. They could possibly be in P.E., Art, or Music, or in a combination of their regular class and a special. Observe that group of children for 45 minutes.

Each observer will need to contact the principal(s) of the building(s) to which you are assigned. You will need to determine where the class groups are at the time you are scheduled to observe them. Try as much as possible to stay with one teacher during the

45 minutes. However, do not avoid Art, Music, and P.E. You will also need to determine the exact times when you will observe each group. Avoid films, field trips, recess and lunch times.

When you speak with each principal, ask him/her to inform the teachers a day ahead that they will be observed. As you can see, you will need to work cooperatively with each principal. They are aware that you will be calling. Please allow yourself adequate time to connect with her/him so that potential problems can be avoided. In many instances the principal may have you work out your schedules with the school secretary. That's fine as long as the principal informs his/her teachers that they will be observed.

OBSERVATION INSTRUMENT

We are coding all teacher ↔ student interactions, both teacher and student initiated, involving the teacher and one child. Ignore messages directed to more than one student. FOCUS ONLY ON INTERACTIONS BETWEEN THE TEACHER AND INDIVIDUAL CHILDREN.

Be sure to allow yourself adequate time before you begin coding to familiarize yourself with the classroom. In some lower grades, especially, it is difficult to determine the gender of the child either by name or by appearance. If you have any doubts, clarify the child's gender prior to the formal coding period.

Find an inconspicuous and comfortable vantage point from which to observe. In some classrooms where the teacher moves around a great deal, you may have to move with him/her. You might want to explain this ahead of time to the teacher.

Before you begin any coding be sure to complete the identifying information on the top of the form.

1. Page: number pages consecutively for each 45 minute observation period. Even if teachers or activities change, keep numbering the pages consecutively.

2. Group No.: The number assigned to each class group; these will be on your schedules in the upper left hand corner of the grade space.

3. Teacher: Please write the teacher's name and his/her number. The No. 1 teacher refers to the first teacher you observe with a particular class group. In most cases, you are likely to observe only one teacher. However, if the class group goes to the library or to P.E. after 20 minutes, that teacher will be No. 2.

4. Observe: Please write your name and number. You Observer No. is listed on the far left of your schedules.

5. Activity: Please write the name and corresponding number of the activity in which the class is engaged. See "Activity Codes." Everytime an activity changes, begin a new observation sheet. Transition periods between subjects, clean-up, and lining up will be "dead time" that isn't coded. However, you may record any significant information on the "Classroom Environment" form.

6. Mode: refers to the particular type of class instruction that is occurring. Please indicate the appropriate category and its corresponding number. See "Activity/Mode Codes." Everytime a mode changes, begin a new observation sheet.

REMEMBER: As you change teachers, activity, and/or mode, begin a new observation form. For example, if the class activity changes from math instruction to the entire class to work with a small group of students, use a new form and indicate the change (Mode and Time). If class instruction changes from language arts to math, also use a new sheet. If the class goes from P.E. to reading with their regular teacher, use a new form. However, continue to consecutively number the pages for the entire 45 minute observation period.

7. Time Begin/Time Ended: refers to the time that each observation begins and ends. An ending time should be noted each time there is a change in teacher, activity, and/or mode; a new beginning time will be noted.

In any one row on the observation instrument, several columns may be checked depending on the nature of the teacher ↔ student interaction. However, there should only be one check per column, even if, for example, a teacher affirms a student's answer(s) twice during one interaction. You may, however, check more than one teacher response per category. For example, a teacher may both clarify and reprimand (-) a student for his/her behavior. Whenever two or more teacher responses are marked in one category, circle the two check marks and put a letter in the circle according to the following code.

No. 1 and 2 - d
No. 1 and 3 - e
No. 2 and 3 - f
No. 1,2 and 3 - g

With the exception of Columns 1 and 2, use a check (✓) mark. Please do not place your check mark on a line; put it clearly within the appropriate space. [✓]. If you make an error, do not take time to erase; simply put a line through the check (✗). Please use a pen or pencil that is dark enough to be seen easily and clearly.

Profile of Gender Equity in Classroom Environment

Each time a new teacher is observed you will need to complete a form for that teacher. Therefore, if you observe two teachers in a 45 minute observation period, you will turn in two classroom environment forms with the corresponding observation sheets.

Teacher Information (letter and questionnaire)

Each teacher you observe must be given a letter and corresponding questionnaire. Please thank each person for her/his participationn, and strongly encourage the person to complete the form. Please reiterate that the data will be kept confidential.

After you finish each observation period, carefully review your observation sheets to make sure that everything is complete and correct. Review the "Profile of Gender Equity in Classroom Environment" form. Please carefully reflect and comment upon your experience in the classroom, giving clarifying statements and specific examples.

Now take a deep breath and relax!! We hopefully haven't forgotten anything but then likely we have! If you have any questions at any time during this project, call Marcie Lazzari at 443-3942 or at 447-1010, ext. 513. George Kretke will also be available to handle any questions, emergencies, or whatever. His number is 447-1010, ext. 505.

A sincere THANK YOU for participating in the Title IX Gender Equity Profile. We are aware of the tremendous time and energy commitment on your part. Obviously, we could not be doing this without you. Hopefully, the results of our efforts will bring about positive changes for ourselves, for our colleagues and for the students we teach.

ML:jm
1-23-85

APPENDIX F

PROFILE OF GENDER EQUITY IN TEACHER ↔ STUDENT INTERACTIONS

CATEGORY DEFINITIONS/SPECIFIC INSTRUCTIONS

While reading the following definitions, it will be helpful to refer to an observation form. Coding is organized around the concept of an interaction between a teacher and a student.

1. Teacher Initiates to (Teacher Selects): Column 1

In Column 1, circle the gender of the student to whom the teacher gives a direct opportunity to express him/herself. If the student is male, circle (M). If female, circle (F). Teacher behaviors include:

a. calling on a student whose hand is raised;
b. arbitrarily selecting a student;
c. moving toward a student to initiate an interaction;
d. making eye contact to initiate an interaction; and
e. touching a student to initiate an interaction.

Examples:

a. The teacher asks a question; the student answers; the teacher reacts.
Teacher: "What day of the week is it?"
John: raises his hand; teacher calls on John. "Monday."
Teacher: "That's right."

b. The teacher makes an evaluative comment regarding some aspect of student performance (whether or not discussion is occurring between the teacher and student).

Students are working independently at their desks. The teacher interrupts and says, "Mark, please stop talking to your neighbors. You have your own work to do."

c. The teacher initiates a non-verbal interaction with the student by touching.

The students are working in small groups. The teacher is walking around the room. Occasionally s/he stops and touches a student on his/her shoulder.

2. Student Initiates (Student Self-Selects): Column 2

In Column 2, circle the gender of the student who initiates a teacher ↔ student interaction by expressing him/herself without initial teacher selection. If the student is male, circle (M). If female, circle (F). Student-initiating behaviors include:

a. calling out to initiate an interaction;
b. moving toward the teacher to initiate an interaction;
c. making eye contact to initiate an interaction;
d. touching the teacher to initiate an interaction.

Examples:

a. The student asks a question and the teacher reacts.
Student: "What page are we on?"
Teacher: "Page 5."

b. The student makes a comment (whether or not discussion is occurring between the student and the teacher).

The teacher has just assigned several math problems. A student calls out, "I don't know how to do these."
Teacher: "I will help you in a minute."

c. A student initiates a non-verbal interaction with the teacher by touching.

The children are entering the class at the beginning of the day. Mary comes up to her teacher, Ms. Jones, and gives her a hug.

NOTE: REMEMBER, in subsequent columns on the observation form, we are coding the teacher's reaction or response to the student, whether the interaction is student or teacher initiated. For example, if a student touches a teacher, do not code "Physical Touching" (Column 10) unless the teacher's response is to physically touch the student.

3. Response Acknowledgement: Column 3

Affirm (+)
Check (✓) "+" (Affirm) in Column 3 when the teacher simply confirms that the student's academic or curriculum-related response is correct--nods, repeats the answer, says "OK," "uh-huh," "yes," "that's right," etc. Such comments convey acceptance; they imply approval but are not so strongly stated as to be categorized as "+" (Praise) Intellectual Quality (Column 4).

Example:
Teacher: "What is the sum of these two numbers?"
Bob: raises hand; teacher calls on Bob. "256."
Teacher: "Correct."

No Feedback
Check (✓) "No Feedback" in Column 3 when the teacher does not acknowledge the student's response, comment, or question. In this situation the teacher hears or listens to the student's response, comment, or question. S/he simply gives no feedback.

Example:
Teacher: "Let's do problems 1-10. What's the answer to No. 1?"
John: calls out "38."
Teacher: "No. 2?"
Lynn: calls out "26."
Teacher: "No. 3?"
Jake: calls out "25."

Negate (-)
Check (✓) "-" (Negate) in Column 3 when the teacher simply indicates that the student's academic or curriculum-related response is incorrect or unacceptable--shakes head, says "no," "that's wrong," etc.

Example:
Teacher: comments to Terry, "Your answers are wrong."

4. Intellectual Quality: Column 4

Praise (+) Intellectual Quality
Check (✓) "+" (Praise Intellectual Quality) in Column 4 when teacher rewards and reinforcement are given specifically for the intellectual quality or competence of the student's work. The teacher praises the student either in words ("fine," "super," "good," "wonderful," "good thinking") or by expressing verbal affirmation in a notably warm, joyous, or excited manner. Attention to teacher affect is important. "Yes" could be said in a way that indicates praise, rather than simple affirmation ("+" (Affirm) in Column 3, Response Acknowledgement).

Example:
Sue: raises hand
Teacher: acknowledges Sue
Sue: "Weren't the Indians here before Columbus came?"
Teacher: "Yes, good question."

Neutral Response to Intellectual Quality (N)
Check (✓) "N" (Neutral Response to Intellectual Quality) in Column 4 when the teacher makes comments to the student which acknowledge the student's thinking ability in a non-evaluative manner; that is, the teacher's comment cannot be clearly determined as being either praise or criticism.

Example:
Teacher: comments to Maria, "I can see that you're thinking; you're using your brain."

Criticize (-) Intellectual Quality
Check (✓) "-" (Criticize Intellectual Quality) in Column 4 when the teacher makes critical remarks to the student directed at the lack of intellectual quality or competence of her/his work. The teacher criticizes the student with comments such as "bad thinking," "that doesn't make any sense," "you should know better than that." Attention to teacher affect is important. "No" could be said in a manner that indicates criticism rather than simple negation ("-" (Negate) in Column 3, Response Acknowledgement).

Example:
Teacher: comments to Juan "If you would only think, you could solve the problems."

5. Effort: Column 5

Praise (+) Effort

Check (✓) "+" (Praise Effort) in Column 5 when teacher rewards and reinforcement are directed to the student's effort relative to academic or curriculum-related tasks--"good try," "you almost have it," "you're working hard today."

Example:
Chris: raises hand "Is this how you do the problem?"
Teacher: "No, but I can see you're working hard"
(In the above example, also code "-" (Negate) in Column 3.)

Neutral Response to Effort (N)

Check (✓) "N" (Neutral Response to Effort) in Column 5 when the teacher makes comments to the student which acknowledge the student's effort in a non-evaluative manner; that is, the teacher's comment cannot be clearly determined as being either praise or criticism. Typically this type of statement will be made with flat affect.

Example:
Teacher: comments to Ethan, "Keep trying. You're making an effort."

Criticize (-) Effort

Check (✓) "-" (Criticize Effort) in Column 5 when the teacher makes comments to the student attributing his/her academic struggle or failure to lack of effort. "You're not trying hard enough." "You had better pay closer attention."

Example:
Teacher: comments to Kirsten, "If you would only try harder, you could solve the problems." (The teacher's use of the word "try" indicates that the student is capable of doing the work if she would apply more effort.)

6. Learning Process: Column 6

Facilitate

Check (✓) "Facilitate" in Column 6 when the teacher promotes learning by providing the student with suggestions, hints and cues to encourage and enable the student to complete the task for him/herself. Teacher behaviors include probing, re-phrasing the question, suggesting another thought process, reminding the student of pertinent information, and clarifying the content of the task so that the student is able to engage him/herself in it. This category is also used when the teacher works with the student to look further in depth at an issue, that is, to consider its various aspects, to more fully describe its characteristics, etc. It is important to remember that this category represents a range or continuum of facilitative interactions from simple clarification of the content or process of the learning task (as distinguished from clarifying procedures or rules of form in Column 8) to higher level questionning.

Examples:
a. Teacher: "Who wrote the poem 'Stopping by Woods on a Snowy Evening?'"
Jack: raises hand "Robert Frost"
Teacher: question directed to Jack "What kind of person do you think the poem is about?"

In this example we would also code "+" (Affirm) in Column 3, Response Acknowledgement, because the teacher implies that the answer is correct by continuing to work with the same student.

b. Jane: calls out a question "What is the answer to this problem?"
Teacher: "What did you get?"
Jane: "420."
Teacher: "How did you get it?"
Jane: explains process
Teacher: "That's correct. Good thinking."

In this example, we would also code "+" (Affirm) in Column 3, Response Acknowledgement, and "+" (Praise) in Column 4, Intellectual Quality.

Short-Circuit
Check (✓) "Short Circuit" in Column 6 when the teacher prevents or short-circuits learning by intruding and taking over the student's learning process. The teacher actually does the task for the student.

This category is also used when:
a. The child says "I don't understand," and the teacher responds "You don't need to understand right now."
b. The teacher gives a feedback reaction before the student is able to respond (allow 3 seconds).
c. The teacher asks one student a question and then calls on another student before allowing the first student to answer (allow 3 seconds).

Examples:
a. Teacher: "Who would like to read the next paragraph?"
Mark: begins reading aloud and then pauses before pronouncing one of the words.
Teacher: reads the word for Mark

If the teacher had given the student several clues to help him read the word, and Mark still could not complete the task, then the interaction would not be coded as "Short-Circuit," but as "Facilitate."

b. Mary is having difficulty threading the film projector. The teacher walks over to Mary and threads the machine for her.

c. Mariah is unable to write an answer. The teacher takes the pencil from her hand and writes the answer.

7. On Hold: Column 7

Check (✓) "On Hold" in Column 7 when the teacher asks or tells the student to wait or indicates in any other way to the student that s/he must wait to interact with the teacher. This category is used in all situations whether curriculum-related or pertaining to behavior, rules of form, procedures, etc.

Example:

Karen: walks up to teacher and says "I need help with this assignment."
Teacher: "If you wait a minute, I'll help you.

8. Behavior Rules of Form Procedures: Column 8

Praise (+) Behavior Rules of Form Procedures
Check (✓) "+" (Praise Behavior etc.) in Column 8 when the verbal or non-verbal interaction between the teacher and student indicates to the student that:

a. his/her behavior is acceptable. "You're being polite and quiet today."
b. s/he is complying with rules of form "That's a very neatly written paper."
c. s/he is correctly following procedures. "You did an excellent job of following directions."

Examples:

a. Teacher: comments to Ben, "I'm really pleased to see you sitting in your seat and not bothering anyone."
b. Teacher: comments to Karen, "Your paper is very neat, and your handwriting is lovely."
c. Teacher: comments to class, "Marcus seems to be the only person who is listening. He did an excellent job of following directions. Thank you, Marcus." (In this example the class is supposed to be handing in their papers in a certain order.)

Clarify Behavior, Rules of Form, Procedures
Check (✓) "Clarify" (Behavior etc.) in Column 8 when the verbal or non-verbal interaction between the teacher and student clarifies teacher-desired behaviors, acceptable rules of form, and appropriate classroom procedures for the student. The teacher does not make a value judgement regarding the student's compliance or non-compliance. S/he simply clarifies, explains, reminds, or directs. NOTE: This category is also coded when a teacher facilitates problem-solving around issues related to behavior, rules of form, and procedures. This is to be distinguished from "Facilitate" Learning Process in Column 6. When a teacher facilitates learning about behavioral issues, check "Clarify" Behavior, Rules of Form, Procedures."

Examples:

a. Teacher: comments to Ivan, "Please sit up straight."
b. Teacher: "Mary, will you please pick up the kleenex behind you?
c. Teacher: comments to Emma, "Emma, let's think about some other options you could have used instead of hitting Larry."

Reprimand (-) Behavior, Rules of Form, Procedures
Check (✓) "-" (Reprimand Behavior, etc.) in Column 8 when the verbal or non-verbal interaction between the teacher and student indicates to the student that:

a. her/his behavior is unacceptable. "You're being too loud."
b. s/he is not complying with rules fo form. "Your paper is very sloppy."
c. s/he is not following procedures. "You weren't listening, and therefore, you don't know what to do."

Examples:

a. Teacher: comments to Laurie, "How many times do I need to ask you to sit up straight?"

b. Teacher: comments to Lee, "Your paper is a total mess! Please re-write it and make it neater."
c. Teacher: comments to Rene: "Sit down until it's your turn!"

9. Personal Attention: Column 9

Positive (+) Personal Attention
Check (✓) "+" (Positive Personal Attention) in Column 9 when the teacher responds to the student as a person in a positive way.

Examples:
a. Teacher: comments to Bill, "You're really funny; you crack me up."
b. Teacher: walks over to Jose, "I can see that you're upset. Would you like to talk about it?"
c. Students are leaving the classroom. Jenny walks up to the teacher and decribes what happened at soccer practice. She tells her that she scored a goal. The teacher smiles and says, "That's terrific! I wish I could have been there to see you.

Negative (-) Personal Attention
Check (✓) "-" (Negative Personal Attention) in Column 9 when the teacher responds to the student as a person in a negative way.

Examples:
a. Teacher: comments to Ezra, "You are driving me crazy! What is wrong with you?"
b. Teacher: comments to Sue loud enough that other children hear, "It really might help if you would take a bath. Because you smell other children don't like to be around you."

Ignore
Check (✓) "Ignore" in Column 9 when the teacher clearly disregards a child who is attempting to initiate an interaction with the teacher. The teacher acts as if the child is not even present. In this situation it must be clearly evident that the teacher is no way acknowledges what the child is saying or doing.

10. Physical Touching: Column 10

Positive (+) Physical Touching
Check (✓) "+" (Positive Physical Touching) in Column 10 when the teacher interacts with a student through positive physical touching--hugs, handshake, any touching that expresses helpfulness, encouragement, or affection. Initiation, rather than duration, is an important factor. Physical touching to guide or to clarify behavior is coded as "positive" when it is done in a caring manner.

Negative (-) Physical Touching
Check (✓) "-" (Negative Physical Touching) in Column 10 when the teacher interacts with the student through hurtful physical touching--grabbing, pushing, shaking, shoving, striking, etc.

11. Other and/or Comments: Column 11

Place a check (✓) in Column 11 when the nature of the teacher ↔ student interaction is unclear or ambiguous. If time permits, explain; if not, please continue coding. You might want to write in a key word to help you recall the incident, and then go back after the formal coding period ends.

This column may also be used to make comments upon interactions that would add clarification especially in relation to gender equity. In most situations, the coding will be too rapid to allow sufficient time to make additional notations. However, this space is provided for you to add pertinent information or to clarify the interaction you are coding whenever possible.

12. Traditional Gender Stereotyping: Columns 3-10
Add an "S" to the right of the "✓" (✓S) in Columns 3-10 whenever the interaction reflects traditional gender stereotyping. If possible, please note the specific example in Column 11, Other and/or Comments.

Examples:

a. Teacher: comments to Jane, "You are so sweet--just like a little girl."
Code "+" (✓S) in Column 9, Positive Personal attention.

b. Teacher: comments to Roberto, "You are tough and strong like a big boy."
Code "+" (✓S) in Column 9, Positive Personal Attention.

c. Teacher: "Who has the answer to No. 7?"
Alex: calls out an answer
Teacher: "Excellent thinking, Alex--just like a man!"
Code "+" (✓S) in Column 4, Praise Intellectual Quality.

PROFILE OF GENDER EQUITY IN TEACHER ↔ STUDENT INTERACTIONS

Group No ____ Teacher ____ Observer ____ Page ____

Activity ____ Mode ____ Time Begun ____ Time Ended ____

1 Teacher Initiates To	2 Student Initiates	3 Response Acknowledgement			4 Intellectual Quality			5 Effort			6 Learning Process		7 On Hold	8 Behavior Rules of Form Procedures			9 Personal Attention			10 Physical Touching		11 Other and/or Comments
		+	No Feedback	−	+	N	−	+	N	−	Facilitate	Short-Circuit		+	Clarify	−	+	−	Ignore	+	−	
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F																					
M F	M F		91																			

APPENDIX G

TITLE IX GENDER EQUITY PROFILE

ACTIVITY CODES

01) Language Arts (including writing, spelling, grammar, punctuation)
02) Reading
03) Social Studies
04) Science
05) Math
06) Health
07) Computers
08) Art
09) Library
10) Music
11) P.E.
12) Moving (from one teacher to another)
13) Recess or Lunch
14) Other (please specify)

MODE CODES

1) Entire Class Instruction
2) Work with Small Group(s)
3) Independent Work
4) Combination of Small Group and Independent Work
5) Other (please specify)

ML:jm
1-23-85

APPENDIX I

PROFILE OF GENDER EQUITY IN CLASSROOM ENVIRONMENT

INSTRUCTIONS

Either prior to or immediately following your formal teacher-student interactions observation period you will need to obtain the information requested on the following pages. The factual data may be obtained from the office. Please check to make certain that you are given accurate information.

You will probably need about 15 minutes 'surveying' the classroom to gather the other information. In some cases the information will become clear during the formal observation period. For example, insights about student groupings and the teacher's use of language may not be evident until the end of the observation period.

PLEASE TAKE TIME IMMEDIATELY FOLLOWING THE CLASSROOM OBSERVATION TO GO OVER THE FORM AND ANSWER AS MANY QUESTIONS AS POSSIBLE.

Please carefully reflect and comment upon your experience in the classroom. Be as specific as possible.

Group No. _____
Teacher No. _____
Observer No. _____

PROFILE OF GENDER EQUITY IN CLASSROOM ENVIRONMENT

Observer_____ School_____ Date___ ___ ___
Mo. Day Yr.

Teacher_____ 1) Male_____ 2) Female_____

1. TYPE OF CLASS (check all that apply):

A) Traditional	_____	F) Art	_____
B) Open-Space	_____	G) Library	_____
C) Bilingual-Bicultural	_____	H) Music	_____
D) Experiential	_____	I) P.E.	_____
E) Follow-Through	_____	J) Other	_____

2. GRADE LEVEL: _____

3. TOTAL NUMBER ENROLLED IN CLASS: _____Males _____Females
TOTAL NUMBER PRESENT: _____Males _____Females

In answering the following questions, please refer to these definitions.

SEX-AFFIRMATIVE: conscious effort on teacher's part to include females and males in areas not traditionally assigned to them.

SEX-FAIR: balanced use of examples, language, pictures, etc. that reflect both a male and a female perspective.

SEX-BIASED: teacher uses examples, language, pictures, etc. that reflect an all male or an all female perspective.

4. BULLETIN BOARDS

Is there anything on the bulletin boards that would indicate sex-bias?

1) No_____ 2) Yes_____ If "yes," please describe: _____

_____

_____

Is there anything that indicates an attempt to be sex-affirmative?

1) No_____ 2) Yes_____ If "yes," please describe: _____

_____

_____

5. CLASSROOM EQUIPMENT

Does any of the classroom equipment (e.g., manipulative learning materials, toys, games, books, etc.) support sex-bias? 1) No_____ 2) Yes_____ If "yes," please describe: _____

_____

_____

Does any of the classroom equipment indicate an attempt to create a sex-affirmative learning environment? 1) No_____ 2) Yes_____ If "yes," please describe: _____

_____

_____

6. STUDENT GROUPINGS

Is there anything obvious that would indicate children are grouped by gender? Note name and job charts, reading and math group assignments, procedures for lining up, etc. 1) No_____ 2) Yes_____ If "yes," please describe: _____

_____

_____

_____

7. LANGUAGE

During your observation did the teacher's use of language reflect sex-bias? Use of supposedly generic words and phrases such as, "fireman," "man and his nation," "mankind," and the pronoun "he" to refer to all people is considered sex-biased.
1) No_____ 2) Yes_____ If "yes," please describe: _____

_____

_____

_____

Did the teacher's use of language reflect an attempt to be sex-fair or equitable?
1) No_____ 2) Yes_____ If "yes," please describe: _____

_____

_____

_____

8. ENTRY, EXIT AND TRANSITION TIMES

During those periods when you are not formally coding, there is frequently opportunity for informal discussions between the teacher and individual students. These are also times when discipline may become necessary. Please be aware of what occurs during transition times, and comment if anything significant happens in relation to gender equity/disparity.

_____

_____

_____

_____

9. OVERALL IMPRESSION

During your observation did you note anything else of interest in relation to differential opportunity or benefit by gender in the treatment of students? If "yes," please comment: _____

_____

_____

_____

IN GENERAL, how would you describe this classroom environment?

Sex-affirmative

1) Male_____

2) Female_____

3) Sex-fair_____

Sex-biased

4) Male_____

5) Female_____

APPENDIX J

Observer No. _____

PROFILE OF GENDER EQUITY IN SCHOOL ENVIRONMENT

Observer _____ School _____ Date _____

As you spend time in your assigned building(s), please be alert to any other significant examples related to gender equity/disparity. For instance, are there any notices, cartoons, etc. in the teachers' lounge that reinforce sex-role stereotyping? How do teachers talk to one another? Do they make sexist jokes? Check out the posters in the school hallways and office? Do they give messages that reflect sex-role stereotypes? If you have time, take a look at the playground. Are boys and girls playing together? As children pass in the halls, are boys and girls lined up separately or are they together?

Please use the following space to make comments relative to the total school environment. Attach extra pages if necessary. Please be as specific as possible, and give examples within the context that you observed them. Thank you!

APPENDIX K

February 4, 1985

Dear Teacher,

We sincerely thank you for your cooperation and participation in the Title IX Gender Equity Profile. We are very aware of how difficult it is to have a "stranger" come into your classroom and observe, especially when you are not sure about what he/she is observing. Once again we want to stress that this is not an individual assessment of any teacher or school. A composite picture of the district in relation to gender equity will be the final product, along with implications and recommendations. The results will be made available on a district-wide basis.

As part of this research project we ask that you complete the attached form. This is purely voluntary on your part. The information will be kept confidential, and it will be reported in an aggregate form, not individually. Your cooperation is greatly appreciated. Please return the form within two days to Marcie Lazzari at the Education Center.

Again, thank you for your participation. We hope to provide information that will be beneficial for us as teachers and for our students. If you have any concerns or questions that you would like addressed, please contact me at 447-1010, ext. 513.

Sincerely,

Marcie Lazzari

Marcie Lazzari
Coordinator, Title IX Gender Equity Profile

Group No. _____
Teacher No. _____
Observer No. _____

TITLE IX GENDER EQUITY PROFILE TEACHER INFORMATION

Completion of this form is voluntary. The results will be kept CONFIDENTIAL and will be reported in an aggregate format, not individually. Your cooperation is greatly appreciated. This form should take no more than 10 minutes to complete. Thank you!

NAME _____ GENDER: 1) Male _____
2) Female _____

SCHOOL _____

ETHNIC BACKGROUND (check one):
1) Asian _____
2) Black _____
3) Hispanic _____
4) Anglo _____
5) Other _____

AGE (check one):
01) 20 and under _____
02) 21 - 25 _____
03) 26 - 30 _____
04) 31 - 35 _____
05) 36 - 40 _____
06) 41 - 45 _____
07) 46 - 50 _____
08) 51 - 55 _____
09) 56 - 60 _____
10) 61 - 65 _____
11) over 65 _____

CURRENT MARITAL STATUS (check one):
(legal designation)
1) Single _____
2) Married _____
3) Separated _____
4) Divorced _____
5) Widowed _____

NUMBER OF CHILDREN (including all of the following: adopted, birth, foster, step):
1) Male _____
2) Female _____

CURRENT TEACHING POSITION (check one):
1) Classroom Teacher _____
2) Specialist (Art, Music, P.E.) _____
3) Substitute Teacher _____
4) Student Teacher _____

YEARS TEACHING AT PRESENT GRADE LEVEL/SUBJECT: _____

TOTAL YEARS OF TEACHING EXPERIENCE: _____

EDUCATIONAL DEGREE(S) (check all that apply):

		Year Received or Anticipated:
1) Bachelor's Degree	_____	1) _____
2) Master's Degree	_____	2) _____
3) Educational Specialist	_____	3) _____
4) Doctoral Degree	_____	4) _____

WHERE DID YOU EARN YOUR TEACHING CERTIFICATE?
College or University _____
City and State _____

(OVER)

Have you participated in any Title IX or gender equity training? 1) No_____ 2) Yes_____
If "yes," when? _____ where? _____

Please describe: _____

_____

_____

_____

Was this training 1) voluntary_____ or 2) required_____?

Was the experience helpful to you in your teaching? 1) No_____ 2) Yes_____

Please explain: _____

_____

_____

_____

Have you or anyone significant in your life experienced a situation(s) that has made you particularly sensitive to gender equity issues? 1) No_____ 2) Yes_____.

Please comment: _____

_____

_____

_____

Please add any other comments or suggestions regarding gender equity issues and/or your participation in this project. _____

_____

_____

_____

_____

THANK YOU!

APPENDIX L

April 23, 1985

Dear Colleague,

Our district is compiling a Gender Equity Profile to explore the manner in which boys and girls experience the education process in the Boulder Valley Public Schools. We are developing a composite picture of the district in relation to gender equity. Gender equity is defined as the provision for equal opportunities and treatment of boys and girls, regardless of their gender.

Teachers in grades K through 6 have already participated in the classroom observations which were conducted in February, 1985. Other data being collected includes course enrollment figures and achievement differences in junior/senior highs and participation in special programs such as TAG and Science Fair. The final piece of the project is a questionnaire which asks you to share your thinking about gender equity issues.

We are aware of how busy you are and how difficult it is to find extra time at this point in the year. Due to a variety of circumstances, the questionnaires could not have been distributed any earlier. Therefore, we ask your understanding and cooperation in this effort.

Your perceptions and ideas are extremely important, and we honestly want to know what you think. All responses are anonymous; there are no identifying codes on the questionnaires.

Please complete and return the questionnaire to the designated person in your building by Thursday, May 9, 1985. Results of the entire study will be available in the fall, 1985. A preliminary report will be presented before the end of this school year. The information obtained will lead to specific suggestions for our use in working to maximize the learning potential of all children.

Thank you sincerely for your participation!

Marcie Lazzari

Marcie Lazzari, Coordinator
Title IX Gender Equity Profile

OVER

DEFINITIONS

Please consider the following definitions when responding to the questionnaire.

Gender Equity	The provision for equal opportunities and treatment of boys and girls, regardless of their gender.
Sex Role Socialization	The processes and experiences used to prepare boys and girls for the roles that society defines as being appropriate for their sex.
Sex Role Stereotypes	The assumption that all females or all males, because they share a common gender, also share common interests, abilities, values, and roles.
Sex Bias	Prejudice based solely on gender, exclusive of individual characteristics.
Non-Sexist	Awareness of sex-role stereotyping in the socialization process and in society, and engagement in a conscious process to develop more equitable attitudes toward females and males. Also refers to a situation free of sex bias.

BOULDER VALLEY PUBLIC SCHOOLS
GENDER EQUITY PROFILE QUESTIONNAIRE
April 23, 1985

As a result of socialization, we may see similarities and differences between some males and some females. We are interested in knowing your perceptions of the similarities and differences between boys as a group and girls as a group.

1. In your experiences in teaching and working with boys and girls, please briefly describe the most apparent SIMILARITIES you have observed between boys as a group and girls as a group.

2. To what do you attribute these SIMILARITIES?

3. Please also briefly describe the most apparent DIFFERENCES you have observed between boys as a group and girls as a group.

4. To what do you attribute these DIFFERENCES?

Please circle the number in the column that best describes your thinking about the following statements.

		Agree strongly	Agree mildly	No opinion	Disagree mildly	Disagree strongly
5.	Equal opportunity and treatment of boys and girls is a very important issue for the BVPS to address.	1	2	3	4	5
6.	There is little I can do to impact attitudes regarding sex roles that children bring from home.	1	2	3	4	5
7.	Boys need to be prepared to handle household responsibilities.	1	2	3	4	5
8.	Girls need to be prepared to handle household responsibilities.	1	2	3	4	5
9.	Girls need to be prepared to work outside of the home.	1	2	3	4	5
10.	Boys need to be prepared to work outside of the home.	1	2	3	4	5
11.	Many boys perceive that being male is inherently better than being female.	1	2	3	4	5
12.	Many boys perceive that being female is inherently better than being male.	1	2	3	4	5
13.	Many girls perceive that being female is inherently better than being male.	1	2	3	4	5
14.	Many girls perceive that being male is inherently better than being female.	1	2	3	4	5

15. Are there situations when you have found it appropriate to discipline boys and girls differently? Please check the appropriate space.

1 _____ Yes
2 _____ No
3 _____ Not Applicable

If "Yes," please describe and explain the reasons(s) for doing so.

_____

_____

_____

_____

OVER

16. Are there times when you have found it convenient/necessary to group students by gender? Please check the appropriate space.

1 _____ Yes
2 _____ No
3 _____ Not Applicable

If "Yes," please describe and explain the reason(s) for doing so.

_____

_____

_____

_____

17. Use of "generic" words such as "he," "mankind," "man and his nation" have a negative effect upon the self-concept of females. Please check the appropriate space.

1 _____ Yes
2 _____ No
3 _____ Don't Know

Please circle the number in the column that best reflects your perceptions.

		Usually	Sometimes	Seldom	Never	Don't Know
18.	In the building(s) where I work, I observe at least one person in a leadership position taking an active role to promote gender equity.	1	2	3	4	5
19.	In my work with students, it appears that gender expectations or sex role stereotypes interfere with what students are able to learn.	1	2	3	4	5
20.	Opportunities for major administrative responsibility in the BVPS are limited for women.	1	2	3	4	5
21.	Opportunities for major administrative responsibility in the BVPS are limited for men.	1	2	3	4	5

22. Indicate the significance that you believe each of the following has upon influencing a child's sex role socialization. Please circle the number in the column that most accurately reflects your perceptions.

	Great	Moderate	Little	No Significance
Family	1	2	3	4
Media	1	2	3	4
School Administrators	1	2	3	4
Peers	1	2	3	4
School Counselors	1	2	3	4
Teachers	1	2	3	4

23. In your current position, what kinds of things do you see that specifically need to be done to further promote gender equity? Please list:

_____

_____

_____

_____

_____

24. What do you think the major barriers or obstacles are, if any, to promoting gender equity in the Boulder Valley Public Schools?

_____

_____

_____

_____

_____

25. I would expect the findings of the BVPS Gender Equity Profile study to be:

1 _____ very useful
2 _____ moderately useful
3 _____ of little use
4 _____ of no use

Please comment:

_____

_____

_____

_____

OVER

26. There are a variety of methods to promote sex equity in education. Of the following topics, I am interested in:

Receiving Information About	Participating In a Workshop About	
A _____	A _____	Non-traditional careers for boys and girls
B _____	B _____	Non-traditional options for females and males in Vo-Tech training
C _____	C _____	Gender equitable teaching/learning materials
D _____	D _____	Role modeling in gender equitable teaching
E _____	E _____	Creating a non-sexist classroom environment
F _____	F _____	Preventing sexual harassment and assault
G _____	G _____	Promoting math, science, and computer participation among all students
H _____	H _____	Contributions of women and men in science
I _____	I _____	Contributions of men and women in math
J _____	J _____	Contributions of women and men in sports
K _____	K _____	Contributions of men and women in the arts
L _____	L _____	Sex bias in physical education and athletics
M _____	M _____	Effects of sex-biased language upon children
N _____	N _____	Assessment of sex bias in textbooks
O _____	O _____	Methods to counter written bias in textbooks
P _____	P _____	Psychology of sex similarities/differences
Q _____	Q _____	Other (specify) _____

_____

_____

27. Your GENDER is

1 _____ Male
2 _____ Female

28. Your ETHNICITY is

1 _____ Asian
2 _____ Black
3 _____ Hispanic
4 _____ Anglo
5 _____ Other (specify) _____

29. Your AGE is

01 _____ 20 and under
02 _____ 21-25
03 _____ 26-30
04 _____ 31-35
05 _____ 36-40
06 _____ 41-45
07 _____ 46-50
08 _____ 51-55
09 _____ 56-60
10 _____ 61-65
11 _____ over 65

30. Your CURRENT POSITION is

1 _____ Classroom Teacher
2 _____ Special Education Teacher
3 _____ Administrator
4 _____ Support Staff (specify) _____
5 _____ Other (specify) _____

31. Your CURRENT ASSIGNMENT is (check all that apply)

1 _____ Pre-Kindergarten
2 _____ Lower Elementary (K-3)
3 _____ Upper Elementary (4-6)
4 _____ Middle
5 _____ Junior High
6 _____ High
7 _____ Vo-Tech
8 _____ Central Administration

32. CURRENT SUBJECT AREA(S) teaching if Middle, Junior High, High, or Vo-Tech teacher.

_____ _____ _____

33. Were you observed as part of the Gender Equity Profile study?

1 _____ No
2 _____ Yes

THANK YOU FOR YOUR TIME AND EFFORT!

SUMMARY
BOULDER VALLEY SCHOOL DISTRICT
TITLE IX GENDER EQUITY PROFILE
1984-85

Board of Education Meeting
November 14, 1985

WHY WAS THE GENDER EQUITY PROFILE (GEP) CONDUCTED?

- In the BVSD there had never been a comprehensive look at issues related to Title IX and to gender equity.

- Research over the past 30 years suggests the existence of a link between student achievement and gender equitable teaching. The data indicates that student achievement can be enhanced by reducing gender bias in the classroom. The costs to boys and girls of sex bias in education are many. Any form of stereotyping can limit the learning potential and life choices of children.

- The overall purpose of the GEP was to gather sufficient data to indicate the degree of compliance with Title IX, both to the letter and spirit of the law. The information obtained can serve as a basis for any further comparative analysis of this type.

WHAT DOES TITLE IX OF THE FEDERAL EDUCATION AMENDMENTS OF 1972 REQUIRE?

- No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program receiving federal financial assistance.

- Some violations of Title IX are easy to discern. Others are more subtle and frequently indicate a lack of knowledge and sensitivity to the law. In the BVSD, questions relative to Title IX compliance refer more to subtleties than to blatant disregard for the law. However, any school practice that separates students by sex (for example, lining up, seating arrangements, and locker assignments) is a violation of Title IX. This is still occurring in the BVSD.

WHO WAS INVOLVED IN THE STUDY?

- The GEP represents the cumulative efforts of the Boulder Valley School District Title IX Advisory Council and the Boulder Educational Equity Project (BEEP). BEEP represents ten Boulder County community organizations that promote non-racist and non-sexist education. Members of the Title IX Advisory Council include the district Title IX Coordinator, a BEEP representative, teachers from elementary, middle and secondary levels, and certificated support staff. This Council meets quarterly with the superintendent.

- Sanction and support was given by district level administration.

- Collaboration was received from the Colorado Department of Education, Sex Equity Program.

- The GEP was coordinated by Marcie Lazzari, a BVSD employee. Initial funding for the half-time position came through the Teacher Mentor Program. The position was extended and funded second semester through the Division of Instruction. Research assistance was provided by George Kretke (BVSD), Susan Marine (BEEP) and Gale Whiteneck (private consultant).

- A coordinated project of this scope is unique in the state, and, perhaps, in the nation. It could not have been accomplished without the active involvement and support of many BVSD personnel and the members of BEEP.

WHAT ARE THE MAJOR COMPONENTS OF THE GEP?

- BASELINE DATA

  This section looks at numbers and percentages by gender of enrollment in various courses and activities; CTBS achievement similarities and differences; staffing patterns of administrators, teachers, coaches and counselors; disciplinary actions/suspensions; and school dropout rates. Some of the data reflects figures for the 1983-84 school year and some for the 1984-85 term. A total of 16 areas were examined. School enrollment by gender any given year is approximately 51% boys and 49% girls.

- K-6 CLASSROOM OBSERVATIONS

  This part focuses upon teacher/student interactions in the classroom. Specific areas of interest are those that previous research has found to be gender sensitive, meaning that adults relate differentially to boys and girls. A total of 235 elementary class groups were observed during February and March, 1985, each for a 45 minute period. Eleven interactional categories were observed and coded. A total of 17,153 teacher/student interactions were recorded. Classroom and school environments were also observed. The observation team was composed of 15 school district employees and 5 BEEP members.

- QUESTIONNAIRES

  To tap knowledge, attitudes and interests relative to gender equity, questionnaires were distributed in April, 1985, to all BVSD certificated employees (1566). Forty-five percent (710) responded.

The components of the questionnaire were also based upon previously reported research and consultation from experts in the field. The intent of the questions was to stimulate an open dialogue and to be as objective as possible.

WHAT ARE THE SIGNIFICANT FINDINGS OF THE GENDER EQUITY PROFILE?

Results are presented by GEP component and represent highlights of the findings. It is strongly recommended that the report be read in its entirety to fully understand the significance and implications of the data.

o BASELINE DATA

Of 16 areas examined, 4 were found to be areas of strength while a need for education, awareness, and action was indicated in all. Questions relative to Title IX compliance were raised in six areas. It may seem contradictory that a particular component is both an area of strength and one where change is also indicated. This refers to a situation where the overall results look positive, while a need for change is also evident in some aspect(s) of the component. For example, participation by gender in the 1984-85 Science Fair was 54% male, 46% female (Area of Strength). However, at certain grade levels (K-3) the breakdown was 62% male, 38% female (Education and Awareness Needed; Need for Action Indicated).

STAFFING PATTERNS (1984-85)

- Superintendent's Cabinet : Male (75%), Female (25%)
- Elementary Principals : Male (65%), Female (35%)
- Secondary Principals : Male (81%), Female (19%)
- Asst. Prin./Ad. Interns : Male (64%), Female (36%)
- Elementary Teachers : Male (11%), Female (89%)
- Secondary Teachers : Male (51%), Female (49%)

Even though secondary teachers approached equality in terms of gender, their distribution by subject area showed significant discrepancies. For example, male teachers were predominant in art, industrial arts, math, music, physical education, science, and social studies. Female teachers were more numerous in English, foreign languages, home economics, and special education.

- Interscholastic Athletic Coaches: Male (75%), Female (25%)

SECONDARY AND VOCATIONAL TECHNICAL COURSE ENROLLMENTS (1983-84)

- Secondary Courses: A statistically significant difference between the numbers of boys and girls enrolled was found in 117 courses, with 68 skewed toward boys' participation (e.g., industrial arts,

physical education, math, and science) and 49 toward girls (e.g., home economics and foreign languages). It is significant to note that the majority of math courses in which boys participated are computer related and higher level math classes, such as Elementary Functions and Analytical Geometry. These courses can have implications for a young person's eventual career choice, specifically in computers, the physical sciences, engineering, and further study in mathematics. Likewise, in science, the most crucial course in terms of further college work is PSSC Physics. The number of boys taking the class was 326 (69%) as compared with 146 girls (31%).

- Vocational Technical Center

  Sex differences which correspond with traditional career choices for women and men were found in every program area.

CTBS ACHIEVEMENT SCORES (Spring, 1984)

Of the four subject areas examined (reading, language, mathematics and science), statistically significant differences between the CTBS scores of boys and girls were found in three, although not at all grade levels. Girls performed better than boys in reading in the first and ninth grades, and in language in the fourth, seventh, ninth, and eleventh grades. Boys outscored girls in science in the ninth and eleventh grades. No significant differences were found in mathematics.

SPECIAL EDUCATION (1983-84)

Of the total number of students in special education programs (1677), 71% were boys and 29% girls. The highest percentage of boys in special education was in the Emotional/Behavioral Disorders category with 78% of the 557 students.

DISCIPLINARY ACTIONS/SUSPENSIONS (1983-84)

Comparatively, more boys (72%) than girls (28%) were involved in events that led to a written notice of suspension.

INTERSCHOLASTIC ATHLETICS (1983-84)

Boys had more (50%) athletic teams than girls (39%) or co-ed groups (11%). The lowest percentage of teams for girls (36%) was in the senior high (grades 10-12), as compared with 51% for boys in those grades.

o K-6 CLASSROOM OBSERVATIONS (February and March, 1985)

TEACHER/STUDENT INTERACTIONS

- Do teachers interact differently with children based upon the child's gender?

- The data was analyzed in two ways, one looking at quantity or frequencies of interactions and the other at quality.

- Student sex was a significant factor in three categories: quantity of teacher initiated interactions, behavioral reprimands, and personal attention. Overall, 57% of coded teacher initiated interactions were directed toward male students, 43% toward female students. Across grade levels, the most significant difference was seen in the kindergartens where 62% of the interactions were directed toward male students. Thus, when teachers initiated interactions, they chose to interact with boys more frequently. This was especially true of female teachers. Boys received more reprimands (23%) than girls (15%) when the interactions were teacher initiated. They also received more negative personal attention (11%) than girls (7%).

- In summary, there were relatively few statistically significant findings of differential treatment by gender. Even though the results of this portion of the BVSD Gender Equity Profile are considerably more positive than many other studies, a similar pattern of differential treatment is evident. Teachers do interact more with boys than with girls. On the other hand there is evidence, based upon the coded observations, to suggest that a substantial number of positive teacher/student interactions are occurring with both boys and girls in the K-6 classrooms.

CLASSROOM ENVIRONMENT OBSERVATIONS

Observers were asked to comment upon various aspects of classroom environment relative to gender equity, including bulletin boards; classroom equipment; student groupings; language; and entry, exit and transition times. For the five categories observed, 415 examples were noted. Of those, 290 (70%) reflected sex-bias or gender disparity, and 125 (30%) were illustrations of gender equity.

SCHOOL ENVIRONMENT OBSERVATIONS

Overall, 99 (73%) examples were identified as reflections of gender disparity. Thirty-seven (27%) examples characteristic of gender equity were noted. This proportion of results is approximately the same as those of the classroom environment observations.

- QUESTIONNAIRES (April, 1985)

  The questions and their responses were grouped into four major sections: importance of gender equity; perceptions of boys and girls; impact of socialization; and usefulness of study. The results of the GEP Questionnaire are rich and clearly reflect a range of responses. Even though there were a considerable number of people who seemingly do not support the gender equity effort (15% of respondents), there were more who apparently do (77% of respondents). Many individuals were keenly aware and articulate about the issues. However, the need to educate personnel and to raise our individual and collective awareness was evident by the results in all areas. Interventions were suggested on both a collegial level and in our relationships with children and their parents.

WHAT ARE THE IMPLICATIONS FOR ACTION BASED UPON THE BVSD GENDER EQUITY PROFILE?

- The promotion of equity in all areas whether it is gender, ethnicity or related to the gifted, is basic to promoting and maintaining excellence in education. Gender equity is basic to all other equity concerns because it affects all children. If we can further our efforts toward achieving gender equity in staffing patterns, in educational and athletic programs, in classroom and school environments, and in our interactions with students, we will have taken an important step toward enriching the learning experiences of all children.

- The following recommendations need careful consideration and implementation:

  - The dissemination of the GEP findings to all certificated BVSD personnel; this should be accomplished as soon as possible;

  - The procurement and dissemination of gender equitable teaching materials;

  - The consideration of a pilot group of volunteer teachers to take the GESA (Gender Expectations and Student Achievement) training;

  - The infusion and promotion of gender equity as an on-going operating principle in all district programs affecting both staff and students;

  - The assignment of at least one representative from each building to serve as a member of a district-wide equity network to supplement the leadership provided by the existing Title IX Advisory Council;

- The ongoing gender equity education of all BVSD employees;

- The maintenance and strengthening of ties with community groups committed to promoting gender equity; and

- The allocation of adequate person power and financial resources to achieve the above recommendations.

o The BVSD should be commended for its commitment to gender equity. It takes a great deal of courage to open oneself for observation and analysis, especially in an area that can be controversial. In regard to gender roles, some people will always question the school's right to "interfere" in this area of a child's development. To not have an impact is impossible. The question becomes: What type and how much influence do we have?

ML/ks

0058k